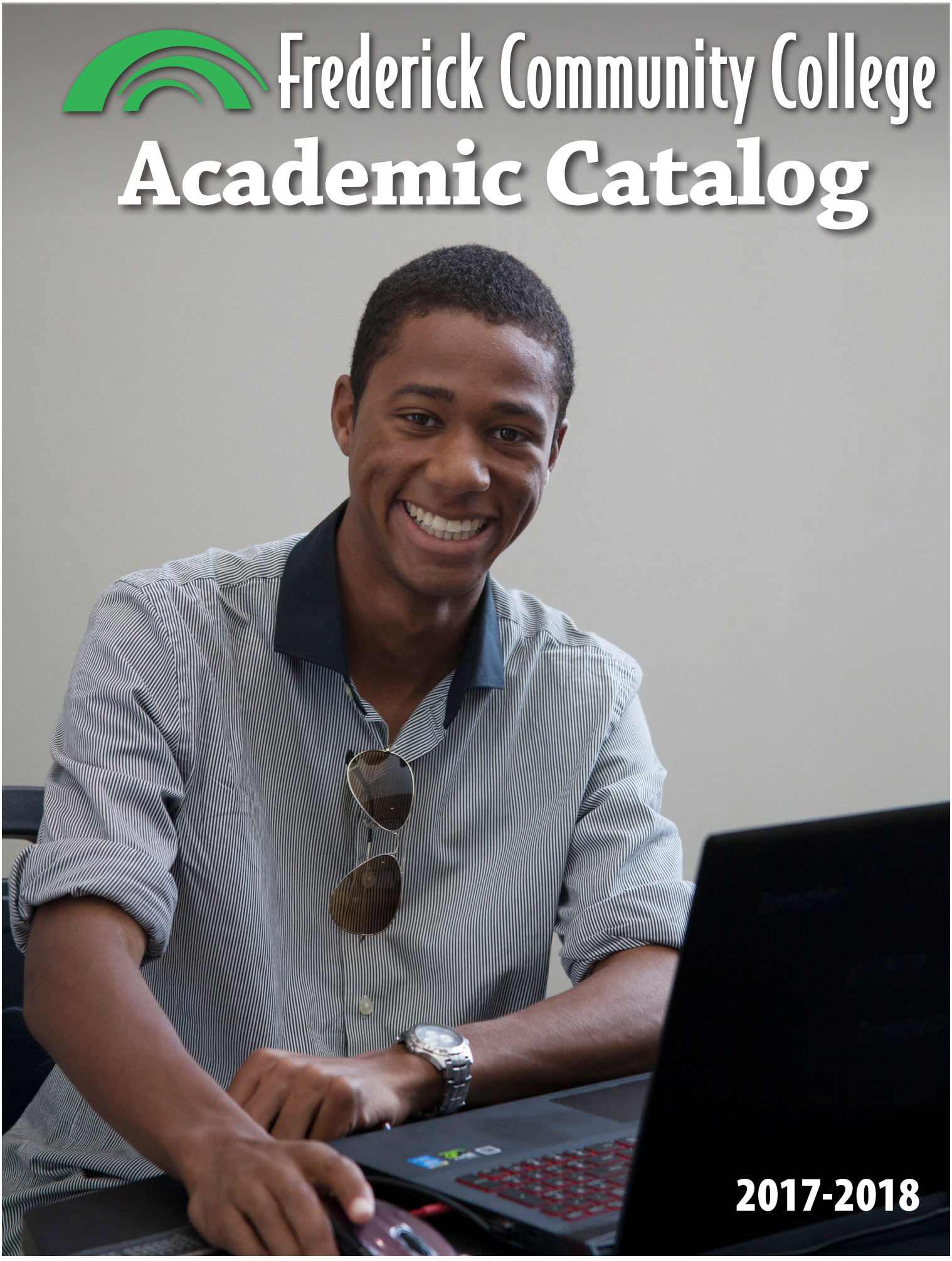
Frederick Community College

Academic Catalog



2017-2018

Frederick Community College
2017-2018 Academic Catalog

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Services Phone List

Service Area	Location	Number
Academic Advising	Counseling & Advising Office, Jefferson Hall, J-201	301.846.2471
Academic Departments:		
Allied Health & Wellness	Linganore Hall, L-101A	301.846.2605
Building Trades	Monroe Center	240.629.7985
Communications, Humanities & Arts	Visual & Performing Arts Center, F-143	301.846.2512
Computing & Business Technology	Catoctin Hall, C-220	301.846.2505
Emergency Management	Conference Center, E-building	301.624.2854
English	Student Center, H-243	301.846.2600
Hospitality, Culinary & Tourism Institute	Monroe Center	301.846.2404
Mathematics	Braddock Hall, B-228	301.846.2530
Nursing	Linganore Hall, L-114	301.846.2524
Science	Catoctin Hall, C-118	301.846.2510
Social Sciences	Student Center, H-242	301.846.2507
Admissions	Welcome Center, Jefferson Hall, first floor	301.624.2716
Admissions & Academic Policy Appeals (AAPC)	Welcome Center, Jefferson Hall, first floor	301.846.2653
Adult Education/ESL/GED	Annapolis Hall, A-106	240.629.7962
Adult Services	Annapolis Hall, A-103	301.846.2483
Advisors	Counseling & Advising Office, Jefferson Hall, J-201	301.846.2471
Allied Health Academy	Adult Services, Annapolis Hall, A-103	301.846.2483
Alumni Association	Institutional Advancement Office, Annapolis Hall, A-202	301.846.2438
Anne-Lynn Gross Breast Cancer Resource Center	Adult Services, Annapolis Hall, A-103	301.846.2483
Application for Admission	Welcome Center, Jefferson Hall, first floor	301.624.2716
ARTSYS	Counseling & Advising Office, Jefferson Hall, J-201	301.846.2594
Athletics	Athletics Center, D-115	301.846.2500
Books	Bookstore, Student Center, H-117	301.846.2463
Box Office (JBK Theater)	Visual & Performing Arts Center, Theater Lobby	301.846.2514
Bus Schedule (Frederick City)	Adult Services, Annapolis Hall, first floor	301.846.2483
Career Planning Services	Counseling & Advising Office	301.846.2594
Cashier (Student Accounts Office)	Jefferson Hall, J-120	301.846.2456
Center for Student Engagement	Student Center, H-101	301.624.2793
Center for Teaching & Learning	Learning Commons, Linganore Hall, L-226	301.846.2521
Chief Development Officer	Annapolis Hall, A-202	301.846.2479
Chief of Operations	Annapolis Hall, A-204C	301.846.2674
Children's Center	Children's Center, building M on the campus map	301.846.2612
CLEP Tests	Testing Center, Linganore Hall, L-104	301.846.2522
Co-curricular Events	Center for Student Engagement, Student Center, H-101	301.846.2489
College Catalogs (Other Colleges)	Counseling & Advising Office, Jefferson Hall, J-201	301.846.2594
Continuing Education & Workforce Development Programs		
Adult Education/ESL/GED	Annapolis Hall, A-106	240.629.7960
Business & Technology	Monroe Center, 200 Monroe Avenue	301.846.2682
Business Solutions	Monroe Center, 200 Monroe Avenue	240.629.7982
Construction/Building Trades Training	Monroe Center, 200 Monroe Avenue	240.629.7985
Emergency Management	Conference Center, E-building	240.629.7970
Healthcare Careers	Monroe Center, 200 Monroe Avenue	240.629.7904
Home School Enrichment	Conference Center, E-117	301.846.2661
Hospitality, Culinary & Tourism Institute	Monroe Center, 200 Monroe Avenue	301.846.2404
Institute for Learning in Retirement	Conference Center, E-118A	301.624.2732
Kids & Teens on Campus	Conference Center, E-117	301.624.2661
Motorcycle Programs	Conference Center, E-116	301.846.2423
Personal Enrichment Programs	Conference Center, E-116	301.624.2820
Professional Licensure, Certification & Vocational Training	Monroe Center, 200 Monroe Avenue	240.629.7987

Copiers	Learning Commons (L-226) & Bookstore (H-117)	
Deferred Tuition Payment Plan	Student Accounts Office, Jefferson Hall, J-120	301.846.2456
Developmental Education: English	English Department, Student Center, H-226	301.846.2633
Developmental Education: Mathematics	Mathematics Department, Braddock Hall, B-231	240.629.7835
Developmental Education: Science	Science Department, Catoctin Hall, C-113	301.846.2537
Dining Services	Student Center, H-115G	301.846.2466
Distributed Learning	Center for Teaching & Learning, Linganore Hall, L-204	301.846.2401
Dream Act	Welcome Center/Admissions, Jefferson Hall, J-102	301.624.2716
Dual Enrollment	Linganore Hall, L-103	301.624.2893
Emergency (College Closing)		301.846.2400
English as a Second Language Courses	Annapolis Hall, A-106	240.629.7962
Faculty Professional Development	Center for Teaching & Learning, Learning Commons, Linganore Hall, L-226	301.846.2521
FCC Foundation, Inc.	Annapolis Hall, A-200A	301.846.2438
FEMA Transcripts		301.624.2854
Financial Aid Information	Financial Aid Office, Jefferson Hall, J-301	301.846.2480
Financial Assistance & Services for Single Parents, Displaced Homemakers & Public Housing Residents	Adult Services, Annapolis Hall, A-103	301.846.2483
General Information	Welcome Center, Jefferson Hall, J-102	301.846.2400
Graduation/Certificate Applications	Welcome Center, Jefferson Hall, J-102	301.846.2431
Complaint (Non-Grade)	Jefferson Hall, J-319	301.846.2469
Complaint (Course Grade)	Varies based on instructor location	
Help Desk for Information Technology	Gambrill Hall, G-122	301.846.2400
Honors College	Student Center, H-245	301.846.2535
Honors Lounge	Student Center, H-247	301.846.2680
Honors Student Association	Student Center, H-245	301.846.2535
Human Resources	Gambrill Hall, G-223	240.629.7854
ID Cards for Students	Welcome Center, Jefferson Hall, J-102	240.629.7934
Institutional Advancement	Annapolis Hall, A-202	301.846.2438
International Education	Learning Commons, Linganore Hall	301.846.2521
International Student Application	Welcome Center/Admissions, Jefferson Hall, J-102	301.846.2434
Internships	Internship Education Office, Braddock Hall, B-218	301.624.2724
Jack B. Kussmaul Theater	Visual & Performing Arts Center Lobby	301.846.2513
Job Search Assistance	Counseling & Advising Office, Jefferson Hall, J-201	301.846.2594
Learning Commons	Learning Commons, Linganore Hall, L-226	301.846.2444
Learning Center: Macintosh Computers	Visual & Performing Arts Center, F-107	301.624.2873
Learning Center: Tutoring and Writing Center	Learning Commons, Linganore Hall, L-226	301.846.2619
Learning Center: STEM	Braddock Hall, B-212	240.629.7839
Library	Learning Commons, Linganore Hall, L-226	301.846.2444
Lost and Found	Security Office, Student Center, H-116	301.846.2601
Macintosh Computer Lab	Visual & Performing Arts Center, F-107	301.624.2873
Mary Condon Hodgson Art Gallery	Visual & Performing Arts Center Lobby	301.846.2513
Multicultural Student Services	Student Center, H-103	301.846.2531
Parking Permits	Welcome Center, Jefferson Hall, J-102	240.629.7934
Parking/Traffic Information	Security Office, Student Center, H-116	301.846.2453
Phi Theta Kappa	Student Center, H-101	301.846.2489
Placement Testing	Testing Center, Linganore Hall, L-104	301.846.2522
President of the College	President's Suite, Annapolis Hall, A-200	301.846.2442
Project Forward Step	Adult Services, Annapolis Hall, A-103	301.846.2483
Refunds	Student Accounts Office, Jefferson Hall, J-120	301.846.2456
Registration	Welcome Center, Jefferson Hall, J-102	301.846.2431
Residency Classification	Welcome Center/Admissions, Jefferson Hall, J-102	301.846.2434
Scholarship Information	Financial Aid Office, Jefferson Hall, J-301	301.846.2480

Security	Security Office, Student Center, H-116	301.846.2453
Service Learning	Student Center, H-101	301.846.2540
Services for Students with Disabilities	Services for Students with Disabilities Office, Annapolis Hall, A-105	301.846.2408
Sign Language Interpreters	Deaf & Hard of Hearing Services, Annapolis Hall, A-105	240.629.7819
Stamps	Bookstore, Student Center, H-117	301.846.2463
STEM Learning Center	Braddock Hall, B-212	240.629.7839
Student Accounts Office (Cashier)	Jefferson Hall, J-120	301.846.2456
Student Activities	Center for Student Engagement, Student Center, H-101C	301.846.2488
Student Employment (on campus)	Counseling & Advising Office, Jefferson Hall, J-201	301.846.2594
Student Government	Center for Student Engagement, Student Center, H-106	301.846.2650
Student Engagement	Center for Student Engagement, Student Center, H-101	301.624.2793
Student Loans	Financial Aid Office, Jefferson Hall, J-301	301.846.2480
Student Publications: College Newspaper (FCC Commuter)	Newspaper Advisor, Student Center, H-106C	301.846.2640
Student Publications: Literary Magazine (Tuscarora Review)	English Department, Student Center, H-243	301.846.2600
Student Tech Services	Linganore Hall, L-206	301.846.2509
Studio Black Box Theater	Visual & Performing Arts Center, F-142	301.846.2515
Study Skills Workshops	Learning Commons, Linganore Hall, L-226	301.846.2619
Testing	Testing Center, Linganore Hall, L-104	301.846.2522
Title IX	Gambrill Hall, G-224	301.846.2436
Transcript Services (outgoing)	Welcome Center, Jefferson Hall, first floor	301.846.2653
Transfer Planning Services	Counseling & Advising Office, Jefferson Hall, J-201	301.846.2594
Transfer Evaluations	Welcome Center, Jefferson Hall, first floor	301.846.2595
Tuition Payments	Student Accounts Office, Jefferson Hall, J-120	301.846.2456
Tuition Refund Committee	Welcome Center, Jefferson Hall, first floor	301.846.2431
Tutoring and Writing Center	Learning Commons, Linganore Hall, L-226	301.846.2619
Veteran Services	Veterans Center, Annapolis Hall, A-109	301.624.2836
Vice President of Finance and Human Resources	Gambrill Hall, G-230	301.846.2458
Provost/Vice President for Academic Affairs	Academic Affairs, Annapolis Hall, A-102	301.846.2491
Vice President for Continuing Education & Workforce Development	Conference Center, E-120	301.624.2708
Vice President for Learning Support	Learning Support, Jefferson Hall, J-319	301.846.2469
Work Study Information	Financial Aid Office, Jefferson Hall, J-301	301.846.2480

The College

FCC offers associate of arts, associate of arts in teaching, associate of science, and applied science degrees, as well as certificates and letters of recognition in career programs. The Carnegie Classification for the College is Associate's - High Transfer-High Traditional.

A History

Founded in 1957, Frederick Community College has grown from 77 students to more than 16,000 students registered each year in credit and Continuing Education (non-credit) programs. Started as an evening school, FCC moved from Frederick High School to a facility on North Market Street, and finally, in 1970, to its permanent home on Opossumtown Pike.

Today's beautiful campus is a community asset that serves students of all ages and backgrounds. The College is committed to meeting the needs of all students and maintaining high-quality Instruction at an affordable cost. FCC awards associate of arts, associate of arts in teaching, associate of applied science, and associate of science degrees and certificates of accomplishment in more than 50 fields of study. Many students select transfer programs that allow them to continue on to a four-year college for a bachelor's degree. The College offers an array of career-oriented programs that prepare students for immediate entry into the workforce. The Continuing Education/Workforce Development programs offer non-credit courses in business, computers, real estate, and general interest, as well as contract training for business and industry.

The average age of FCC students is 25; about 67 percent attend part time, and 71 percent plan to transfer to a four-year school. The College understands the special scheduling and counseling needs of adult part-time student and offers convenient evening, weekend, and online classes.

The Campus

The development of our 97-acre campus mirrors the growth of our student population. The most recent building update was completed in January 2016 with the opening of the Learning Commons in Linganore Hall. The new flexible research and learning space offers academic support services, study spaces, and technology in order to promote collaboration and inspire academic excellence.

Additions and renovations to Braddock and Catoctin halls were completed in 2015, providing state-of-the-art science and computer labs, upgraded classrooms geared toward collaborative learning, and study, tutoring, and lounge areas where students can get support from faculty and other students.

Other campus highlights include the Visual & Performing Arts Center, which has an art gallery, a 400-seat theater, and a small studio theater for more intimate productions; and our Student Center, where students can find the Cougar Grille, the Center for Student Engagement, and the bookstore, as well as student lounges and classrooms.

Visit www.frederick.edu or stop by the campus to learn how FCC can help you reach your academic and career goals.

Mission, Vision & Goals

Mission Statement

With teaching and learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional, and global communities.

Vision

We transform individuals and communities through learning.

Values

Learning: Lifelong acquisition of knowledge and skills

Innovation: Creative thinking and approaches that enhance learning and support continuous improvement

Diversity: Visible and invisible human differences that affect the success of students, staff, and members of the community

Excellence: Upholding high academic standards by providing a quality educational environment

Community: Encouraging the engagement of all internal and external stakeholders through communication and collaboration

Integrity: Fair and ethical standards in all policies, procedures, and practices

Strategic Goals & Objectives

Enhance student persistence, success, and completion through collaborative and effective support systems

Strategic Objectives:

- Create a unified culture of persistence, success, and completion.
- Develop and implement comprehensive orientation and mentoring programs.
- Expand student access to and utilization of support services.
- Develop and implement pathways for credit and non-credit students to easily navigate transition points.
- Enhance communication strategies for students, faculty, and staff.

Promote excellence in the design, delivery, and support of student learning.

Strategic Objectives:

- Expand innovative instruction to increase student engagement and meet the demands of changing populations.
- Design and support professional development that enhances student learning.
- Develop and implement quality delivery standards and assessment protocols for each modality of instruction.
- Increase student engagement by promoting the importance of co-curricular and extra-curricular events.
- Expand systematic program review and assessment to all areas of College operations.

Ensure fair and ethical standards in all policies, practices, and procedures throughout the College Community

Strategic Objectives:

- Increase diversity of student and employee base
- Infuse global perspectives into programs and services
- Enhance an inclusive climate for students and employees
- Develop and implement policies and procedures that enable efficient access for all students

Prepare for the future through effective planning, resource development, and continuous institutional improvement that is aligned with the College mission

Strategic Objectives:

- Establish priorities and identify current and anticipated resources.
- Secure innovative and creative revenue sources through entrepreneurial efforts.
- Design a systematic plan to align staffing needs with strategic priorities.

Enhance access, support, and opportunities that meet the needs of diverse and changing populations

Strategic Objectives:

- Improve student recruitment efforts and employment practices to build the diversity and inclusiveness of our College.
- Create targeted programs for emerging populations that address their specific needs and enhance student learning.
- Implement strategies to increase and engage diverse and emerging populations.
- Expand community outreach to secure resources for student support.

Expand the leadership capacity of all employees through professional development to meet the challenges and opportunities for our College

Strategic Objectives:

- Develop a plan that ensures continuity of campus operation.
- Develop a systematic plan to provide opportunities for career growth.
- Create professional development opportunities that improve job skills, leadership capabilities, and employee productivity.
- Develop a sustainable program to mentor employees and acknowledge their contributions to the operation of the College.

Clearly articulate a governance structure that is transparent and outlines roles, responsibilities, and accountability for decision making.

Strategic Objectives:

- Ensure that all job descriptions are current and representative of employees' responsibilities.
- Maintain current organizational charts and make them accessible.
- Develop a component for new employee orientation to ensure they understand their roles and responsibilities in the governance structure.

Articulate career pathways for continuing education and credit students which enhance their ability to secure employment.

Strategic Objectives:

- Align programs with current and future jobs.
- Develop and implement a credit for prior learning structure which includes non-credit pathways.

Increase access, affordability, and student goal completion

Strategic Objectives:

- Enhance the college readiness of FCPS students by collaborating on early assessment, professional development, and the development of effective transition courses in Math and English.
- Enhance collaborative efforts between local high schools and FCC to develop early college access through dual enrollment initiatives.
- Improve the access, retention, and goal completion for adult learners.
- Implement strategies that reduce the time to goal completion and make FCC more affordable.

Community Outreach

Office of Institutional Advancement and the FCC Foundation, Inc.

The FCC Foundation, Inc., is a 501(c)(3) not-for-profit foundation which exists to promote, augment, and further the educational purposes and programs of Frederick Community College and to provide financial aid for eligible students. The Foundation manages more than $12.8 million in assets. Funds are invested with the University System of Maryland Foundation. The Foundation is governed by a 20-member Board of Directors. This group of College ambassadors remains committed to continuing the tradition of providing outstanding private support for priority needs of the College. Contributions to the Foundation are tax deductible as charitable donations subject to IRS regulations.

The Foundation welcomes gifts of cash, securities, and bequests including planned giving arrangements. Employer-matched giving programs are also encouraged. Online giving is available on the Foundation Web page at www.frederick.edu/foundation. Current financial statements will be provided upon request. For more information, please contact the Foundation Office at 301.846.2438 or foundation@frederick.edu.

- Deborah W. Powell, Executive Director 301.846.2479 or dpowell@frederick.edu
- Michael Thornton, Scholarship Program Manager 301.624.2851 or mthornton@frederick.edu
- Laura Scafide, Administrative Associate II 301.846.2438 or lscafide@frederick.edu

Alumni Association

Membership in the FCC Alumni Association offers former FCC students an opportunity to network with classmates, honor distinguished and outstanding alumni, and help the College provide scholarship support through various fundraising activities. The association sponsors events and activities that are open to students and members of the community. These activities raise funds for scholarships and financial aid and give the association an opportunity to represent FCC in the community. Contact the Foundation Office at 301.846.2438 or alumni@frederick.edu.

Jack B. Kussmaul Theater

The Jack B. Kussmaul Theater, located in the Visual & Performing Arts Center, offers quality musical and theatrical performances, lectures, and educational programs for the College and community. The 409-seat theater features a three-section mezzanine and orchestra seating. Support areas for the 1,800-square-foot stage include a box office and green room with male and female dressing areas. The Jack B. Kussmaul Theater is available for rental. For additional information, call 301.846.2513.

The Mary Condon Hodgson Art Gallery

The Mary Condon Hodgson Art Gallery, located in the lobby of the theater, exhibits a variety of works monthly from national and regional artists as well as FCC students and faculty. For additional information, call 301.846.2513.

Conference Center

The 14,000-square foot Conference Center provides meeting space for workshops or training sessions for area businesses and organizations. It includes classrooms, meeting space, and breakout rooms, as well as catering with formal sit-down or buffet service. For more information, call 301.846.2671.

The Children's Center

The Carl and Norma Miller Children's Center offers year-round full- and part-time care to children of FCC students, staff, and faculty, as well as the community. The center is committed to a developmentally-appropriate program for children ages six weeks and older. Staffed by professional early childhood educators, the center serves as a model child care center and provides student teaching experience for FCC students in early childhood education and related fields. Summer programs offer fun and excitement throughout the summer months for elementary-aged children. For more information about the center, call 301.846.2612.

Student parents whose children have been accepted at the FCC Children's Center may apply for Children's Center grants to assist with the cost of child care. Grant applications are available at the FCC Children's Center, the Office of Adult Services and the Financial Aid office. Deadlines for submitting applications are July 15 for the fall semester, December 1 for spring semester, and April 30 for the summer semester. Applications are also available online on the FCC website at www.frederick.edu.

Use of Facilities by Outside Groups

College facilities may be rented by the community for civic, educational, cultural, and community recreational purposes consistent with policies and procedures established by the College. Campus facilities may be used by non-college groups when not being used by the College or for college-sponsored activities.

The Facilities Planning Office is responsible for processing and approving all public and community use facility requests, except the JBK Theater. A request must be submitted to Facility@frederick.edu using the Public & Community Request for Use of Facilities form on the College website at least four weeks in advance for best consideration. The Facilities Planning Office will respond to the request within three workdays of receipt of a complete request.

The Arts Center Director is responsible for scheduling all events in the JBK Theater in cooperation and collaboration with the Facilities Planning Office. To request the use of space for a public or community event in the JBK Theater, contact the Arts Center Director at WPoindexter@frederick.edu.

For additional information, refer to page 219 of this publication.

Admission to the College

Admissions Policy and Procedures

I. Philosophy and Purpose

Frederick Community College ("FCC" or the "College") is an open admissions College committed to lifelong learning, that provides access to postsecondary education. A student may be admitted to the College without being admitted to a specific credit or continuing education program. The College prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs and employment.

Admission to the College does not guarantee admission to all programs of study and courses. A high school diploma is not required to participate in credit or continuing education courses or programs. However, a high school diploma or GED may be required to qualify for federal financial aid; and, there may be additional eligibility requirements for credit degree, certificate, and letter of recognition programs. Admission to a specific program of study shall be in accordance with the requirements and procedures established for the specific program of study as adopted by the College. Admission to a specific program of study will be granted based on verifiably accurate application materials, which may include the application for admission, academic transcripts, test data, and other appropriate educational information or credentials, and/or where required, evidence of physical exams, background checks or test results. First-time college students who apply for admission into degree programs are required to be assessed for reading, writing, computer literacy, and mathematics proficiency prior to initial registration. Based on assessment scores, students will be placed in the appropriate level of developmental or college-level mathematics or English course(s).

Admission to the College may be denied or revoked for those persons whom the College considers to be a potential danger to the safety, security, and educational environment of the College. Such decisions will be made on a case-by-case basis with individuals being afforded due process, which includes notification and explanation of the decision and an opportunity to respond.

II. Definitions for the Purpose of this Policy and Procedures

The College reserves the right to define the classification of each student at the College. The College categorizes students for the purpose of local, state, and/or federal reporting requirements and regulations.

A. Application Categories for Credit Students

Individuals applying to FCC for a credit course or courses must select one of the following:

1. The category **"New"** refers to a student who is attending FCC for the first time, and who never applied or registered for a credit course at FCC, except as a Dual Enrollment student.
2. The category **"Transfer"** refers to a student who has attended another institution of higher learning after high school graduation or equivalency, and who seeks to receive credit for prior coursework completed at previous institutions.
3. The category **"Re-Admit"** refers to a student who has attended credit courses at FCC previously, but not within the last two years (four fall and spring semesters – exclusive of the summer sessions), who seeks to reenroll.
4. The category **"Courses of Interest (Non-FCC Degree Seeking)"** refers to a student who seeks to take courses listed as credit in the FCC catalog for personal knowledge or professional development as opposed to the fulfillment of FCC degree requirements. A student can take Courses of Interest at FCC for personal enrichment or for visiting students who have the intention to transfer the credits to another college. The student should have written authorization from the home institution to ensure transferability of credits. Courses of Interest students are not eligible for Federal Financial Aid.
5. **"Dual Enrollment"** refers to a current high school student who seeks to earn College credit. Dual Enrollment students are not eligible for Federal Financial Aid.
   a. **"Open Campus"** refers to a high school student who takes a College course(s) on College Premises or through the College Distributed Learning Program. The course(s) may be during or outside the regular school day.
   b. **"High School Based"** refers to a high school student who takes an FCC course that is taught at their local high school.
6. **"Gifted & Talented"** refers to a student under the age of 16 years, who has been identified as having exceptional academic or fine arts talent in selected college courses. The student must be at least 12 years of age and have completed the seventh grade or equivalent education. Gifted & Talented students are not eligible for Federal Financial Aid.

B. Admission Status

1. **"Prospective Student"** refers to an individual who has become a part of the College recruitment database who has been assigned an FCC student identification number.
2. **"Applicant"** refers to an individual who has an assigned FCC student identification number and who has submitted a College application for credit enrollment.
3. **"Registrant"** refers to an individual who has an assigned FCC student identification number, who has submitted a College application for credit enrollment or a student profile for continuing education, and who has registered for a course or courses.
4. **"Student"** refers to an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes who has either paid or made arrangement for payment of tuition and/or fees.
5. **"Enrolled Student"** refers to an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes, who has either paid or made arrangements for payment of tuition and/or fees, and whose participation in a class has been verified.

C. Credit Level

1. **"Full-time Student"** refers to a student who enrolls in coursework of twelve (12) credit hours or more during the fall or spring semesters, or who is enrolled for a total of twelve (12) credit hours cumulatively for the summer sessions.
2. **"Part-time Student"** refers to a student who enrolls in coursework of less than twelve (12) credit hours during the fall or spring semesters, or who is enrolled for a total of less than twelve (12) credits cumulatively for the summer sessions.
3. **"Visiting Student"** refers to a student who is enrolled at another higher education institution who is taking courses at FCC to transfer back to their home institution.

D. Program Type

1. **"Degree Programs"** refer to Career and Transfer programs that lead to an associate degree. Degree Programs are generally 60 credits, unless otherwise specified.
2. **"Certificate Programs"** refer to a sequence of specific credit courses resulting in a formal award of completion of up to 36 credits.

3. **"Letter of Recognition"** refers to an award for the completion of a series of specific credit courses comprised of six to 11 credits.
4. **"Industry-Based Certifications"** refers to an independent third-party credential that is industry-accepted and results from a process whereby an individual's knowledge and/or skill in a particular area is verified against a set of pre-determined standards. Many credit and continuing education courses and programs prepare students for industry certifications that support or enable employment.
5. **"Continuing Education"**
   Continuing Education (CE) includes non-credit short-term courses, programs, or organized learning experiences which enhance personal or professional goals.
   a. **"Workforce Development Programs"** – Short term non-credit instruction for entering an occupation, gaining industry-based certification, or engaging in professional development.
   b. **"Personal Enrichment Programs"** – Instructional programs that are designed to support lifelong learning and personal interest. Special programs are designed for people in retirement and for youth.
   c. **"Youth Programs"** – Kids on Campus (KOC) & Teens on Campus (TOC): These programs are open to any youth between ages four through 15 years of age. There are some prerequisites.
   d. **"Adult Basic Education Program"** – Programs include basic reading and math skills, as well as High School completion programs for adults. High School completion students must have been officially withdrawn from the secondary school system. The High School Diploma credential is awarded by the State of Maryland for successful completion of the GED Test or the National External Diploma Program.
   e. **"English as a Second Language (ESL) Program"** – This program is open to students who are 16 years old or older, who are non-native English speakers seeking to improve their language skills. There are three levels of ESL that include both credit and continuing education options
      i. **"Basic ESL"** – Free classes for students who need to learn basic English for life and work.
      ii. **"Targeted ESL"** – Fee-based classes for students who have intermediate or higher level English proficiency. Courses focus on specific English skill development, to include oral, reading, writing, and grammar. Courses are designed to transition students from basic English to higher level English.
      iii. **"Academic ESL"** – Tuition-based classes for students with high-intermediate proficiency in English. Courses focus on developing academic English proficiency to prepare students for the rigor of degree programs and/or professional communication.

E. **"Degree plan"** refers to the plan that is developed in consultation with an academic advisor, required for all new students seeking a degree. The degree plan does not include developmental coursework that may be part of the student's academic pathway.

F. **"College premises"** means buildings or grounds owned, leased, operated, controlled, supervised, or temporarily used by the College. .

G. **"Workdays"** means Monday through Friday and does not include weekends, holidays, scheduled breaks, or other days the College is closed.

III. Enrollment Requirements and Steps for Credit Students

A. Requirements

To comply with the Maryland College and Career Readiness Act of 2013 and the College Academic Assessment and Placement Policy and Procedures, the College requires that:

- Upon entering the College, all new students, unless otherwise exempted, are required to complete the prerequisite placement test(s) for any course(s) in which they intend to register. However, the College recommends that all mathematics, reading, writing and skills placement tests be taken upon entering to support the development of the degree plan.
- Upon entering the College, all new students who are seeking a degree, must file a degree plan that is developed in consultation with an academic advisor.
- Upon reaching 24 credits, all new students must have completed developmental courses and the first college-level English and Math courses required by their degree plan.

B. Enrollment Steps for Credit Students

1. **Application for Admission** – A complete application for admission is required for enrollment in credit courses. A student can apply by completing and submitting an application for admission either online via www.frederick.edu or in-person. Applications for admission are accepted year round.
2. **Residency** – A student's legal residence is determined at the time he/she applies to the College. The burden of proof of residency is to be upon the student, and he/she will be required to certify by signature to the accuracy of the information provided on the College application (see Residency Policy and Procedures).
3. **Official Documentation** – A student may need to submit a copy of his/her high school and/or college transcript(s), ACT and/or SAT scores, Advanced Placement scores, military transcripts, CLEP scores, and/or transcripts from American Council on Education (ACE) recognized organizations to receive credit.
4. **Placement Assessment** – Unless otherwise exempted, upon entering the College, all new students are required to complete the prerequisite placement test(s) for any course(s) in which they intend to register. A student who does not achieve the required assessment scores for reading, writing, or mathematics must successfully complete appropriate developmental coursework prior to entering the specific curriculum.
5. **Academic Advising Session** – A student is required to consult with an academic advisor to assess any developmental requirements, develop a degree plan, select courses for registration, and establish the pathway to his/her academic goal(s).
6. **myFCC E-mail Account Activation** – A student will need to activate his/her myFCC E-mail account by going to the myFCC Student Portal (http://myfcc.frederick.edu/).
7. **Registration for Courses** – A student will need to complete the registration process by registering for a course(s) in person or online through PeopleSoft Campus Solutions (https://cs.frederick.edu/).
8. **Financial Aid** – If seeking financial aid, a student will need to complete the Federal Application for Student Aid (FAFSA) (https://fafsa.ed.gov/) for the school year they plan to attend and list FCC in Step 6 of the FAFSA (School Code 002071).
9. **FCC Foundation Scholarships** – If seeking FCC Foundation scholarships, students will need to apply through the College online scholarship application system. (https://frederick.academicworks.com/)
10. **Payment Process** – A student is required to make payment arrangements and/or pay his/her bill within the established timeframe, in order to avoid being dropped from a course or courses for non-payment. A student who is receiving financial aid will have his/her aid credited to his/her account, but will be responsible for paying any remaining charges.
11. **Attendance in Class** – A student must attend class to ensure full academic instruction is received. Students not attending class may lose federal financial aid.

The College reserves the right to refuse readmission to a former student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements. A prospective student who has registered previously in only continuing education courses must apply as a "New Student" in order to participate in credit courses. A dual enrollment student previously enrolled in a course(s) while in high school, who is planning to attend FCC after high school graduation, must re-apply as a "New Student" in order to participate in credit courses.

IV. Enrollment Requirements and Steps for Continuing Education Students

A. Requirements

To be a Continuing Education Student at FCC, students must complete either a Continuing Education Student Profile using Lumens or a Continuing Education Registration form. Becoming a Continuing Education student does not admit the student for credit instruction. Students must follow the Enrollment Requirements and Steps for Credit Students in Section III.

Some programs are designed for specific age ranges, and have restricted access for registration based on birth date.

Some courses require prerequisites or pre-testing, and are noted in the Continuing Education schedule of classes.

B. Enrollment Steps for Continuing Education Students

1. Open Enrollment Courses – Most courses are eligible for online registration through the Lumens online registration system (www.frederick.edu/QuickEnroll). Completion of the Lumens online Student Profile results in admission to FCC as a Continuing Education student. Students may also register in person to submit the registration form needed. Tuition and fees are due at the time of registration.

   Courses which require prerequisites or pre-testing are noted in the Continuing Education schedule of classes. These courses or programs require that a student submit the documents needed for registration in person.

   ESL students must complete an English assessment and may need to attend an orientation to be placed in the appropriate level of class. ESL students should see Section V.C. of this Policy and Procedures for complete instructions.

2. Contract Courses – Students receiving instruction under contract with an employer or other external partner will be enrolled as CE or Credit students. Students will be required to complete an online registration through Lumens or complete a registration form prior to the beginning of class. Some contract courses may require prerequisites. There are no fees or tuition charged to the student for contract courses.

3. Adult Education – Students must attend an orientation to gain access to Adult Education. Orientation dates are published for each term in the CE schedule of classes – Assessments are required to determine appropriate class placement. Once class placement is determined, students must complete a CE Registration form to become a CE student registered in a course. All courses are free to the student, except for the National External Diploma Program.

V. Additional Requirements and Steps for Enrollment for Specific Students

A. Transfer Students

A student may be enrolled with advanced standing. The transfer of credits will be considered on the basis of applicability to the student's chosen program of study.

FCC adheres to the general education and transfer policies of the Maryland Higher Education Commission. For a student transferring from a University of Maryland System college or university, all applicable general education coursework with a grade of "D" or higher will be accepted in transfer, with the exception of EN 101 which requires a grade of "C" or better. For non-general education coursework, grades of "D" will be accepted only if the calculated grade point average for the entire block of non-general education courses is 2.00 or higher. For a student transferring from outside the University of Maryland system, grades of "D" will be accepted only if the cumulative grade point average is 2.00 or higher, with the exception of EN101 which requires a grade of "C" or better. Please note that some FCC programs of study require a grade of "C" or better in all (or some) courses.

The following sources may be considered as accepted forms of transfer: 1) college-level coursework at accredited institutions as listed in "Accredited Institutions of Postsecondary Education" published by the American Council on Education or an institution accredited by an agency recognized by the U. S. Department of Education; 2) credential assessment or credit by examination (e.g., CLEP, Advanced Placement, Dantes, FCC departmental exam); 3) credit received in an evaluation of military education and/or training; 4) credit received in an evaluation of educational programs at non-collegiate organizations approved by the American Council on Education; 5) credit received through high school or other articulation agreements.

To be considered for advanced standing, a student must:

1. Complete the College admissions procedures.
2. Arrange for the previous institution(s) attended to send an official transcript or provide an official copy in an unopened, sealed envelope (see http://www.frederick.edu/credit-admissions/incoming-transfer-students.aspx).
3. Arrange an appointment with a College academic advisor to plan his/her program of study.
4. Complete at least 25% of degree, certificate, or letter of recognition credits at FCC.

All transcripts received are the property of the College and cannot be released to the student. Transcripts will not be duplicated, returned to the applicant, or forwarded to any other college, university, individual, or agency. A student who experiences extreme hardship in obtaining official copies of his/her transcripts may petition the College Registrar for assistance by completing a third-party release form. These documents will be available only to an individual involved in the admissions and/or advising process. Transfer students with no placement test scores or official transcripts will take the standard entry assessments test(s).

International students considering transfer must follow the procedures for Non-immigrant (F-1) Students and Students with Other Visas, in addition to the requirements set forth in this section.

B. Non-immigrant (F-1) Students and Students with Other Visas

The College is authorized under federal law to consider applications for enrollment of non-immigrant alien students in the F-1 visa status. A prospective student must meet academic and College admission requirements, and the requirements for the certificate of eligibility (I-20 Form) prior to applying for the F-1 Student Visa. International students studying at FCC must be pursuing a full course of study (12 credits per semester) toward an associate degree other than an Allied Health (Nursing) field, Bioprocessing Technology, Emergency Management, or English as a Second Language. A student must:

1. Submit a completed application for admission to FCC with a local (Maryland) sponsor's address and student's address from their home country.
2. Submit an official high school (secondary school) transcript evaluation in English. The accepted evaluator is World Education Services (www.wes.org) or any member of the National Collegiate Evaluation Services (NACES).

3. Submit I-134 Affidavit of Support - a statement of financial resources including the amount and source of support for the prospective student. The College is unable to provide scholarship assistance to international students. The estimated minimum cost of tuition, fees, books, health and living expenses per year is $23,000. Students attending the College on the F Visa will be classified as out-of-state residents for tuition purposes while at FCC.
4. Submit the Test of English as a Foreign Language (TOEFL) scores directly to the Admissions Office. Minimum acceptable score is 500 on the paper-based test, 173 on the computer-based test or 61 on the Internet-based test (IBT).
5. Submit all application materials and required documents by June 1 for the subsequent fall semester and October 15 for the subsequent spring semester.

Once the student has been approved for the F-1 Visa and arrives on campus, he/she must complete the College placement tests as appropriate. Referral to take the test will be given to the student at the time he/she arrives on campus.

International students with other types of visas may also be eligible to attend the College. In addition to meeting the standard admissions procedures of the College, the student must present proof of immigration status and type.

C. English as a Second Language (ESL) Students

An ESL student must:

1. Complete and submit an application for admission.
2. Take the Level of English Proficiency (LOEP) placement test in the Testing Center (allow three hours for testing) and obtain a copy of the LOEP exam results.
3. Obtain minimum placement scores on the LOEP placement test to enroll in Academic ESL courses. Students whose scores fall below the established minimum will be limited to enrollment in Basic or Targeted Continuing Education ESL courses until such time that they are able to demonstrate proficiency required for enrollment in Academic ESL courses.
   a. If the minimum score for Academic placement is achieved, students should arrange to meet with an academic advisor. Continue with the Admissions Policy and Procedures Section III.B.5 to complete the registration process.
   b. If the minimum score for Academic ESL placement has not been met, students must arrange to meet with the ESL program manager. The ESL program manager will assist students in determining which Continuing Education ESL program is appropriate for them and help them complete the registration process.

      Note: The ESL program manager can assist credit and continuing education students with academic decision-making at any time. If a student is not sure which courses to take or has questions about their study plan, meeting with the ESL program manager is recommended.
4. A student is required to make payment arrangements and/or pay his/her bill within the established timeframe.

D. Registered Sex Offender

FCC requires registered sex offenders (registrants) to self-disclose their status and receive approval from the College to register for courses by following the steps articulated below in this procedure. In accordance with Maryland law, registrants are required to register with the designated law enforcement agency in the jurisdiction where school enrollment is sought. If a registrant changes jurisdictions, he/she must re-register in the new jurisdiction's designated law enforcement agency and identify the address of the new school they plan to attend. The College will review the Maryland Sex Offender Registry on a regular basis to identify students who do not self-disclose and suspend any registration until the conditions of this procedure are met. Per the FCC Admissions Policy, admission to the College may be denied or revoked for those persons whom the College considers to be a potential danger to the safety, security, and educational environment of the College. Such decisions will be made on a case-by-case basis with individuals being afforded notification and explanation of the decision and an opportunity to respond.

Before a sex offender registrant is allowed to come on College premises, he/she is required to request and obtain permission to be on College premises by scheduling a meeting with the Vice President for Learning Support or the Vice President for Continuing Education and Workforce Development, or their designee, to disclose his/her status.

1. Prior to completing the registration process, the prospective student must schedule a meeting and request permission to register each semester.
2. The Vice President for Learning Support or the Vice President for Continuing Education and Workforce Development, or their designee will discuss the procedure and assess the conviction(s) and circumstances which led to the individual being a Sex Offender Registrant.
3. The Vice President for Learning Support or the Vice President for Continuing Education and Workforce Development, or their designee will contact the assigned probation officer, when applicable, and the jurisdiction's Sex Offender Registrar to update the individual's status related to any violations.
4. The Vice President for Learning Support or the Vice President for Continuing Education and Workforce Development, or their designee may research criminal records, information from other jurisdiction(s), or information from prior schools attended pertaining to the registrant.
5. The Vice President for Learning Support or the Vice President for Continuing Education and Workforce Development, or their designee will render a decision and notify the registrant of that decision in writing within five workdays of the initial meeting. A registrant that is authorized to maintain his/her enrollment will be required to sign a "Conditions of Admission and Enrollment" agreement, and present the letter of admission approval to his/her Sex Offender Registrar and Probation Officer, when applicable. In such cases where admission is denied or revoked, the written response to the registrant will afford notification, give an explanation of the decision, and provide an opportunity to respond.

The Maryland Department of Public Safety and Correctional Services maintain the Maryland Sex Offender Registry, which provides information about sex offender registrants to the public. The Registry is located on the web at http://www.dpscs.state.md.us/.

VI. Selective Admission Programs

Admittance into Selective Admission curriculums is on a competitive basis, and there are program-specific entrance requirements beyond those required for admission to the College. Many of the courses are open only to students officially accepted into the Program. *Admission to FCC does not guarantee entry into a Selective Admission program.*

The Health Professions programs listed below have limited enrollment capacity and rigorous academic standards. All applicants must meet the following additional requirements.

- Be eligible for admission to FCC (submit separate FCC admission application).
- Meet prerequisite requirements for the specific program.
- Meet minimum grade point average requirement.
- Meet all legal requirements and/or standards imposed by recognized professional societies and by the institution or agency where the clinical practice is to occur (e.g., drug screening and background check).

- Understand that participation in certain clinical courses (e.g., those courses involving hospital practice) may require the passing of appropriate health examinations (e.g., TB test).

A. Associate Degree Nursing

Enrollment in the associate degree nursing (ADN) program and certificate is limited by the availability of staff and facilities. To be considered for admission, a student must:

1. Complete and submit a College application for admission and provide proof of residency.
2. Complete and submit a separate application for the ADN to the Department of Nursing by February 1st preceding the expected the fall semester entrance and September 15th for the expected spring semester entrance. Applications are available online at www.frederick.edu/nursing. Residents of Frederick County are given priority consideration for admission.
3. Register and complete the Test of Essential Academic Skills Version 5 (TEAS V) before the application deadline. Information on TEAS Version 5 may be found at www.frederick.edu/nursing.
4. Submit official transcripts from all previously attended colleges and universities to the Welcome Center by the deadline.
5. Complete FCC assessment testing unless otherwise exempted.
6. Arrange for an appointment with the allied health and nursing advisor (required).

To be included in the pool of applicants for admission to the clinical portion of the nursing program (ADN), students must complete all required prerequisite coursework, and BI 103, BI 104, and BI 120 by the end of the semester in which they are applying and send all official college transcripts from other colleges and universities to the Welcome Center by the deadline.

A point system is used to select candidates for admission to the clinical portion of FCC nursing programs (ADN and LPN-to-ADN Transition). Each program has its own separate pool of applicants, and students may apply only to one program in any given semester. Points are assigned for non-clinical courses completed, residency, a math aptitude test, cumulative grade point average (GPA) and grades in the prerequisite science courses. Any non-science course(s) being repeated must be completed by the end of the January term in order to count in the GPA calculation for the day option or summer session for the evening/weekend option. If a student is completing a prerequisite science course during the application semester, the midterm course grade will be applied to the point scale (including transfer courses). Students will be allowed to repeat any prerequisite science course one time only, including withdrawals, audits, and transfer credits. Repeats before fall 2012 are not counted in the repeat limit. All science prerequisites must be completed within five years of application.

The students with the highest point total will be conditionally accepted into the ADN program. Students with equal point totals will be ordered by GPA from highest to lowest. If an accepted student declines his/her seat in the program or fails to meet the spring or summer course requirements, the next eligible student with the highest score is offered admission to the program.

Once grades have been posted in May for day option and January for evening/weekend option, transcripts for those accepted conditionally will again be evaluated. Any student who dropped a course or failed to earn a "C" or better will be re-evaluated. If, after re-evaluation, a student's new point total falls below the cut-off score for the ADN program, he/she will not be eligible for admittance into the program and the next qualified candidate will be admitted.

Students not gaining admittance to the ADN program and wishing to be considered for the next entering class must re-apply and will compete within the general applicant pool. A student who fails NU 101 and wants to return to the program will be offered the opportunity to join the pool of applicants for the following year.

B. Nuclear Medicine Technology (NM)

To be considered for admission into the Nuclear Medicine Technology program, a student must:

1. Complete and submit a College application for admission and provide proof of residency.
2. Submit a Nuclear Medicine Technology application to the Department of Allied Health and Wellness by the posted deadline April 1 for fall admission.
3. Successfully complete the eight core courses within two attempts of each course (EN 101, BI 103, BI 104, CH 101, PY 101, MA 130, MA 206 and MDA 108) by August prior to the program start date.*
4. Earn at least a "C" in all prerequisite coursework within two attempts of each course.** A minimum overall GPA of 2.00 is required for previous core prerequisite college work. Competitive GPAs for accepted applicants are typically much higher than the minimum requirements.
5. Have all official transcripts from colleges/ universities sent to the Welcome Center by the April 1st deadline.
6. Document at least four hours of shadowing/ observation in nuclear medicine technology, prior to or concurrent with application.*** Additional shadowing (40-50 hrs.) is recommended for applicants who have no prior health care work experience. This experience can be arranged by contacting a convenient institutional imaging or therapy department. Documentation must be submitted to the department of Allied Health and Wellness by April 1st.
7. Submit a 1-2 page paper discussing your shadowing experience. All papers must be typed; double spaced, printed and stapled, and must include student name and FCC Student ID number. Papers not meeting these criteria will not be accepted or reviewed. Papers are due by April 1st. Please see rubric for grading guide.

The selection process is based on a point system. The points will only be assigned to those students that have applied to FCC and also completed and submitted the Application for Nuclear Medicine Technology to the Allied Health and Wellness Department.

Admission decisions are based on the successful completion of course requirements; college grade point averages from the eight core prerequisites; and assessment of motivation, knowledge of the discipline(s) and personal qualities appropriate for the profession and for successful completion of the program.

The students with the highest point total will be accepted conditionally into the Nuclear Medicine Program and will be informed of their status on or before May 1st. Students with equal point values will be ordered by GPA from highest to lowest. Students not gaining admittance to the Nuclear Medicine Program and wishing to be considered for the next year must reapply.

*Acceptance is contingent upon earning grades of "C" or better in any prerequisites being completed in the spring and summer sessions.

** Two attempts include transfer credits.

*** This is only a recommendation. It is not mandated for program admission

C. Respiratory Care (RC)

To be considered for admission into the Respiratory Care program, a student must:

1. Complete and submit a College application for admission and provide proof of residency.
2. Submit a Respiratory Care application to the Department of Allied Health and Wellness by June 1.
3. Complete all required prerequisite coursework prior to applying to the program.
4. Achieve a "C" or higher in "all" prerequisite courses applied toward the RC program requirements. The prerequisite courses are: EN 101, PS 101, BI 103, BI 104, BI 120, CMSP 105, PE/Health Elective, and a general education Mathematics Elective.
5. Complete Anatomy & Physiology I (BI 103) with a "C" or better prior to applying to the program.
6. Be in good academic standing (no academic alert, no academic probation).
7. Have a GPA of at least 2.0.

8. Have all official transcripts from other colleges/universities sent to the Welcome Center by June 1.
9. Apply for admission to FCC.
10. Meet with the allied health advisor.

Points will be assigned only to those students who have returned the "Student Application for the Respiratory Care Clinical Class" and met the above criteria. The point value for non-clinical courses completed and residency are shown on the "Criteria for Admission to the Respiratory Care Program" sheet.

The students with the highest point total will be accepted conditionally into the clinical portion of the program and will be informed of their status by June 30. Students with equal point totals will be ordered by GPA from highest to lowest (GPA calculated only from courses listed on "criteria for admissions"). If an accepted student declines their seat in the program, the next eligible student with the highest score is offered admission to the program.

D. Surgical Technology (ST)

Enrollment in the Surgical Technology program is limited to 20 students in each of two starting dates, fall and spring. To be considered for admission into the Surgical Technology program, a student must:

1. Complete and submit an FCC application for admission and submit proof of residency if required.
2. Complete and submit a Surgical Technology application to the Department of Allied Health and Wellness. List surgical technology as your major. This application may be completed online. All applications will be reviewed and seats will be offered according to the point scale and application date. Although applications will be reviewed at any time, first consideration is given to students who submit an application by the first consideration date for the fall or spring classes. Refer to the online application (http://www.frederick.edu/degrees-certificates/surgical-technology.aspx).
3. Provide evidence of minimum skill levels in the areas of reading, writing, math, and allied health science for an application to be considered. Students may meet these requirements by taking the placement assessments and meeting the minimum skill levels or by taking appropriate developmental coursework in these subjects.
4. Achieve a "C" or higher in all prerequisite courses and any other course a student plans to apply toward the ST program requirements. The minimum prerequisite courses are: BI 103, BI 104, medical terminology, and a communications course.

A point system is used to determine selection to the program. Points will be assigned only to those students who have returned the Application for Admission to the Surgical Technology Class.

When there are more qualified applicants than there are seats in the program, those with the highest points will be offered seats first. Other qualified applicants will be offered seats as they become available.

It is highly recommended that you participate in the job shadowing experience. Those with documented job shadowing will be given priority. Refer to the online documents for this opportunity (http://www.frederick.edu/degrees-certificates/downloads/jobshadowing.aspx).

VII. Special Admission Programs

The following programs have conditions which must be met in order for the individual applying for admission to be categorized and admitted to the credit courses and program.

A. Police Science Program

The Maryland State Police (MSP) Associate of Applied Science Degree in Police Science is presented to trooper candidates through a partnership between FCC and the MSP. This program has been created to assist MSP in its effort to develop a highly professional police force. The Police Science program for MSP is open to any trooper candidate employed by the Maryland Department of State Police and accepted to the MSP Academy. This program integrates general education coursework with major components of the criminal justice process learned while attending the Police Academy.

All of the tuition, fees, and books are paid in full by the MSP. Veterans are eligible for VA benefits while enrolled in the Academy and during the time they take FCC general education courses.

The on-campus Associate of Applied Science Police Science Program is open to students separate from the Maryland State Police program. To be considered for admission into the on-campus Police Science Program, a student must:

1. Be a sworn and currently employed Maryland law enforcement official who has graduated from a Maryland police academy which has been certified by the Maryland Police and Correctional Training Commissions (MPCTC) (or officials who have completed Comparative Compliance Training for Maryland).
2. Be enrolled in the Police Science Degree Program at FCC.
3. Present a current copy of his/her Certification and Training Standards Compliance Card from the MPCTC.

Retired law enforcement officials are not eligible.

Additional information about this program may be located at http://mdsp.maryland.gov/Careers/Pages/StateTrooper.aspx

B. Honors College

Honors College is an enrichment program that can be incorporated into most transfer degree programs at FCC. Students who graduate from the Honors College, complete an honors independent study project, present at a conference, or earn service or leadership certificates gain a competitive advantage when applying for admission to selective four-year colleges and transfer scholarships.

Membership in the Honors College is by invitation or self-nomination. Students automatically qualify with the following test scores: SAT = 1650 overall with at least 550 on verbal, or ACT = Reading 21+, or FCC placement exams = Honors level reading (103) and proficient college-level writing. A writing sample may be requested. However, applicants with strong academic records (3.5 GPA) or faculty recommendations are encouraged to apply. We also offer an Open Campus membership for high school or home school students with a 3.5 GPA and a completed Honors College recommendation form. To apply, complete the Honors College Application and Honors Goal Survey, which are available in the Honors Office (H-245) and at http://www.frederick.edu, and submit as directed on the forms.

C. Advanced Credit/Dual Enrollment Programs

Students 16 years of age and older may enroll in college courses while concurrently enrolled in high school or home schooled. Students dually enrolled are subject to the same assessment and placement policies and procedures as other students. All Open Campus and High School Based students must also meet with a guidance counselor at their high school prior to registration. Dual Enrollment courses can be used for high school graduation credit as well as college credit if granted permission to do so by the school system. Students must contact their high school guidance office for further information.

D. Gifted and Talented Students Under 16 Years of Age

The Gifted and Talented program provides an opportunity for students under age 16 who have been identified as having exceptional academic or fine arts talent to enroll in selected College courses. Students must be at least 12 years of age and have completed the seventh grade or equivalent education. Students must demonstrate exceptional academic or fine arts talent and be deemed able to adhere to College standards of behavior. In addition to submitting the standard application for admission, students must submit documentation to enable an appropriate admission decision, which may include, but not be limited to, an official high school transcript, letters of recommendation, samples of student work, and evidence of meeting criteria of exceptional academic or fine arts talent as described below.

1. Exceptional Academic Talent

Students must meet the appropriate placement score or exemption for the courses in which they intend to register as outlined in the College Academic Assessment and Placement Policy and Procedures.

2. Exceptional Fine Arts Talent

In lieu of meeting the criteria for exceptional academic talent, students applying for courses in the fine arts (studio art, studio music, theater performance) may present a recommendation from a professionally qualified individual or entity as having outstanding abilities which qualify them for advanced study in that area. The College reserves the right to determine whether or not it will recognize an individual or professional entity as meeting this criterion. Additionally, the student may be asked to audition or to present a portfolio of work.

Students must submit an application for admission and complete an interview with an academic advisor prior to completing the admissions process.

Students interested in taking courses other than fine arts must meet the appropriate placement score or exemption for the courses in which they intend to register as outlined in the College Academic Assessment and Placement Policy and Procedures.

Students enrolled under the Gifted and Talented program will be limited to a maximum of two courses per semester, with continuance at the College based upon satisfactory performance in the previous semester.

Admissions decisions for students applying for the fine arts courses on the basis of a professional recommendation will be made in conjunction with the program manager or department chair for that area. Students approved for admission under this criterion may only enroll in those courses related to their particular talent.

Failure to comply with any portion of this process will result in denial of admission. All required documents must be submitted, and all evaluation results in place, no less than two weeks prior to the start of the semester for which the student seeks enrollment.

E. Home School Students

Students who are home schooled and are 16 or older follow the Enrollment Requirements and Steps for Credit or Continuing Education Students of this Policy and Procedures. Home schooled students under the age of 16 must follow the Special Admission procedures for Gifted and Talented students unless enrolling in a Continuing Education Home School Enrichment course designed for specific age groups.

F. Students Without a High School Diploma

Persons without a high school diploma who are 17 years old or older, and who demonstrate college readiness through placement testing are eligible for admission and to register for credit and continuing education courses.

Students without a high school diploma have limited access to financial aid. Students should meet with a financial aid counselor or advisor to get information about financial aid. Students should also visit the Office of Adult Education to get information about how to earn a high school diploma while concurrently studying at FCC.

VIII. Mid-Maryland Allied Healthcare Education Consortium

The Mid-Maryland Allied Healthcare Education Consortium (MMAHEC) is a state approved consortium designed to increase the number of allied health professionals in critical shortage areas. The agreement is to share specific allied health programs between FCC, Howard Community College, and Carroll Community College. Regardless of county of residence, students completing credit programs in the MMAHEC must apply to and be registered in the college granting the program's certificate or degree. Students must be residents of Howard, Carroll, or Frederick counties to be eligible for these programs. Applications for MMAHEC programs are available on the respective consortium school websites during application periods. Applicants to these programs must meet with an allied health advisor at their home school to submit their application materials. Programs offered through the MMAHEC require that the student apply for and register at the institution that grants the degree or certificate.

Students will need to take the placement tests at their home institution to determine eligibility for all courses and prerequisites for courses. Developmental coursework may be required and must be completed, in full, at the home institution. When prerequisite requirements are complete and students are considered ready for clinical or program courses, students will need to apply to the sponsoring institution directly.

Required Orientation, Advising, & Registration

Required Orientation, Advising, & Registration (ROAR)

All new students planning to attend FCC for their first college experience will participate in the ROAR program. Students must have applied to the College and completed their placement assessment (or submitted testing exemptions) before they can schedule a ROAR appointment.

Three steps to ROAR:

- An online orientation featuring videos with our current FCC students telling you exactly what you need to know about attending college,
- An on-campus meeting with an Academic Advisor to help you develop your academic and career plan; and
- A registration lab where you'll learn how to enroll yourself into classes

For more information on ROAR, please visit http://www.frederick.edu/admissions-landing/new-student-orientation.aspx.

Special Programs of Study

Associate Degree Nursing

Enrollment in the clinical portion of the associate degree nursing (ADN) program is limited by the availability of staff and facilities. To be considered for admission, students must:

i. Complete and submit an application for admission and provide proof of residency.

ii. Complete and submit an application for the ADN clinicals by February 1 preceding expected fall semester entrance and September 15 for expected spring semester entrance. Clinical applications are available online at www.frederick.edu/nursing. Residents of Frederick County are given priority consideration for admission.

iii. Register and complete the Test of Essential Academic Skills (ATI TEAS) before application deadline. Information on ATI TEAS may be found at www.frederick.edu/nursing.

iv. Submit official transcripts from all previously attended colleges and universities to the Welcome Center.

v. Complete FCC's assessment testing unless otherwise exempted.

vi. Arrange for an appointment with the allied health advisor (recommended).

vii. To be included in the pool of applicants for admission to the clinical portion of the nursing program (ADN), students must complete all required developmental coursework, complete BI 103, BI 104, and BI 120 by the end of the semester in which they are applying and send all official college transcripts from other colleges and universities to the Welcome Center by January 25 for day option and September 15 for evening/weekend option.

viii. A point system is used to select candidates for admission to the clinical portion of FCC's nursing programs (ADN, LPN, and LPN-to-ADN Transition). Each program has its own separate pool of applicants, and students may apply only to one program in any given semester. Points are assigned for non-clinical courses completed, residency, a math aptitude test, cumulative grade point average (GPA) and grades in the prerequisite science courses. Any course(s) being repeated must be completed by the end of the January term in order to count in the GPA calculation for the day option or summer semester for the evening/weekend option. If a student is completing a prerequisite science course during the application semester, the midterm course grade will be applied to the point scale (including transfer courses). Students will be allowed to repeat any pre-requisite science course one time only, including withdrawals, audits, and transfer credits. Repeats before Fall 2012 are not counted in the repeat limit. All science prerequisites must be completed within 5 years of application.

ix. The students with the highest point total are offered admission to the clinical portion of the ADN program. Students with equal point totals will be ordered by GPA from highest to lowest. If an accepted student declines his/her seat in the program or fails to meet the spring or summer course requirements, the next eligible student with the highest score is offered admission to the program.

Criteria for Admission to the Fall 2016/Spring 2017 ADN Clinical Class and Summer 2017 LPN to ADN Transition Program

NOTE: BI 103/104/120 may each be repeated only once, including withdrawals, audits, and transfer credits. Course attempts prior to fall 2012 are not counted in the repeat limit. Students repeating any of these courses more than the allowed number of attempts will not be awarded any points for the applicable course, regardless of grades earned.

All sciences must be completed with a grade of "C" or better within 5 years of the application deadline.

Applicants must score Proficient, Advanced or Exemplary in the TEAS in order for their clinical application to be considered.

	Possible Points
BI 103 (Anatomy & Physiology I) • 8 points for A, 7 points for B, 6 points for C • midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline	8
BI 104 (Anatomy & Physiology II) • 8 points for A, 7 points for B, 6 points for C • midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline	8
BI 120 or BI 203 (Microbiology) • 8 points for A, 7 points for B, 6 points for C • midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline	8
Math Aptitude Test • 95% or higher: 2 points, 90% 1 point	1/2
Cumulative GPA (including transfer credits) • 3.500 or higher: 2 points • 3.000 - 3.490: 1 point	2
Prerequisites completed or in progress: • EN 101	1
• Mathematics General Education course	1
• PS 101	1
• SO 101	1
• ED/PS 208 (Human Growth & Development)	1
• Arts General Education course	1
• Humanities General Education course	1
• Speech course: CMSP 103 or CMSP 105 or CMSP 107	1
Frederick County Resident • 3 points	3
TOTAL POSSIBLE POINTS:	38/39

NOTE: *BI 103/104/120 may each be repeated only once, including withdrawals, audits, and transfer credits. Course attempts prior to fall 2012 are not counted in the repeat limit. Students repeating any of these courses more than the allowed number of attempts will not be awarded any points for the applicable course, regardless of grades earned.*

All sciences must be completed with a grade of "C" or better within 5 years of the application deadline.

x. Once grades have been posted in May for day option and January for evening/weekend option, transcripts for those accepted conditionally will again be evaluated. Any student who dropped a course or failed to earn a "C" or better will be re-evaluated. If, after re-evaluation, a student's new point total falls below the cut-off score for the ADN clinical class, he/she will not be eligible for the clinical portion of the program and the next qualified candidate will be admitted.

x. A student who fails NU 101 and wants to return to a future clinical class will be offered the opportunity to join the pool of applicants for the following year.

Nuclear Medicine Technology (NM)

Students must submit a Nuclear Medicine Technology application to the Department of Allied Health and Wellness by the posted deadline April 1 for fall admission. In addition, the following must be met:

1. Successful completion of the 8 core courses within 2 attempts of each course (EN 101, BI 103, BI 104, CH 101, PY 101, MA 130, MA 206 and MDA 108) by August prior to the program start date.*
2. Attainment of at least a "C" in all prerequisite coursework within 2 attempts of each course. ** A minimum overall GPA of 2.00 is required for previous core prerequisite college work. Competitive GPAs for accepted applicants are typically much higher than the minimum requirements.
3. Have all official transcripts from colleges/ universities sent to the Welcome Center by April 1.
4. All applicants must document at least four hours of shadowing/observation in nuclear medicine technology, prior to or concurrent with application. ***Additional shadowing (40-50 hrs.) is recommended for applicants who have no prior health care work experience. This experience can be arranged by contacting a convenient institutional imaging or therapy department. Documentation must be submitted by April 1 application deadline. Please have the department complete the verification form indicating that the shadowing/observation was conducted.
5. Submission of a 1-2 page paper discussing your shadowing experience. All papers must be typed; double spaced, printed and stapled, and must include your name and FCC Student ID number. *Papers not meeting these criteria will not be accepted or reviewed.* Papers will be due by the April 1 application deadline.

The selection process is based on a point system. The points will only be assigned to those students that have applied to Frederick Community College and also completed and submitted the Application for Nuclear Medicine Technology.

Admission decisions are based on the successful completion of course requirements; college grade point averages from the eight core prerequisites; and assessment of motivation, knowledge of the discipline(s) and personal qualities appropriate for the profession and for successful completion of the program.

Students with the highest point total will be accepted conditionally into the Nuclear Medicine Program and will be informed of their status on or before May 1. Students with equal point values will be ordered by GPA from highest to lowest. Students not gaining admittance to the Nuclear Medicine Program and wishing to be considered for the next year must reapply. Students not gaining admittance to the Nuclear Medicine Program and wishing to be considered for the next year must reapply.

** Acceptance is contingent upon earning grades of "C" or better in any prerequisites being completed in the spring and summer semesters.*

*** 2 attempts include transfer credits.*

**** This is only a recommendation. It is not mandated for program admission.*

Criteria for Selection into the Nuclear Medicine Technology Program

Subject	Point Value
EN 101	1
BI 103	1
BI 104	1
CH 101	1
PY 101	1
MA 130	1
MA 206	1
MDA 108	1
Frederick, Carroll or Howard County Resident	1
GPA: 4.000-3.500 3.490-3.000 2.990-2.500 2.490-2.000	5 4 3 2
Shadowing Paper	2
TOTAL	**16**

Respiratory Care (RC)

To be included in the pool of applicants for admission to the clinical portion of the respiratory care program, a student must request consideration through the Allied Health and Wellness Department by June 1. In addition, you must:

i. Complete all required developmental coursework prior to applying to the program.

ii. Complete Anatomy & Physiology I (BI 103) with a "C" or better prior to applying to the program.

iii. Be in good academic standing (no academic alert, no academic probation).

iv. Have a GPA of at least 2.000.

v. Have all official transcripts from other colleges/ universities sent to the Welcome Center by June 1.

vi. Apply for admission to Frederick Community College.

vii. Meet with the allied health advisor.

Points will be assigned only to those students who have returned the "Student Application for the Respiratory Care Clinical Class" and met the above criteria. The point value for non-clinical courses completed and residency are shown on the "Criteria for Admission to the Respiratory Care Program" sheet.

The students with the highest point total will be accepted conditionally into the clinical portion of the program and will be informed of their status by June 30.

Criteria for Admission to the Respiratory Care Program

Course	Points
EN 101	1
PS 101	1
BI 103 2 points if passed first time course is taken, 1 point if passed second time course is taken, 0 points if passed on three or more attempts. Only "C" grade or better is accepted as passing for Respiratory Care program.	2
BI 104 2 points if passed first time course is taken, 1 point if passed second time course is taken, 0 points if passed on three or more attempts. Only "C" grade or better is accepted as passing for Respiratory Care program.	2
BI 120	2
Mathematics Elective	2
CMSP 105	1
PE/Health Elective	1
GPA: 3.000 or higher	1
Job Shadow (observe a therapist)	1
*Residency – Frederick County, Carroll County or Howard County	1
TOTAL	**15**

** Residents of Carroll and Howard Counties are awarded the same point for residency as Frederick County residents, as part of the Mid-Maryland Allied Healthcare Consortium Agreement.*

Surgical Technology (ST)

Enrollment in the clinical portion of the program is limited to 20 students in each of two starting dates, fall and spring. To be considered, you must:

i. Complete and submit a FCC application for admission and submit proof of residency if required.

ii. Complete an online application for the ST program. All applications will be reviewed and seats will be offered according to the point scale and application date. First consideration is given to those students who submit an application by the first consideration date for the fall or spring classes. Refer to the online application.

iii. Minimum skill levels in the areas of reading, writing, math, and allied health science are necessary for an application to be considered. Students may meet these requirements by taking the placement assessments and meeting the minimum skill levels or by taking appropriate developmental course work in these subjects.

iv. Students must achieve a "C" or higher in any class they plan to apply toward ST program requirements.

v. A point system is used to determine selection to the program. Points will be assigned only to those students who have returned the Application for Admission to the Surgical Technology Class.

vi. When there are more qualified applicants than there are seats in the program, those with the highest points will be offered seats first. Other qualified applicants will be offered seats as they become available. It is highly recommended that you participate in the job shadowing experience. Those with documented job shadowing will be given priority.

Criteria for Student Selection into the Surgical Technology Class

	Possible Points
BI 103 (Anatomy & Physiology I) 4 credits* 4 points. Course completed. Limit of one repeat to receive points.	4
BI 104 (Anatomy & Physiology II) 4 credits* 4 points. May be in progress at time of application. Limit of one repeat to receive points.	4
Medical Terminology Course: 1/3 credits* (MDA 108/MDA 109)	1
Communications course: CMSP 103 or 105 or 107* 3 credits	1
Previous degree completion 2	2
Cumulative Science GPA (including transfer credits) • 3 points for 3.500 or higher • 2 points for 3.000 - 3.490	3
Surgical Technology listed as applicant's major field of study.	3
All original transfer transcripts received and read by the FCC Registrar prior to deadline for each course to be applied to the ST program.	3
Job shadowing reflection received prior to the application deadline date.	3
Frederick County Resident. Included are Howard and Carroll Consortium transfer students.	1
TOTAL POSSIBLE POINTS	**25**

** Theses courses must be completed with a C grade or higher, and are prerequisite to any of the surgical technology courses. All original transfer transcripts must be read by the FCC Registrar before the fall or spring programs begin.*

Academic Assessment and Placement Policy and Procedures

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College") is committed to supporting student success by ensuring appropriate course placement using a series of computer-based assessment tests that measure individuals' reading, writing, and math skills. Minimum placement scores, known as cut scores, are established through statewide agreements. These scores are used to determine college-readiness and placement into specific courses, including developmental and college-level courses. Credit courses have prerequisites that include expectations of college-readiness as reflected in the placement scores and/or other pre-established expectations. This policy and procedures outlines placement test requirements, guidelines for placement, and exemptions and exceptions to required placement testing.

II. Definitions for the Purpose of this Policy and Procedures

A. **"Certificate-Seeking"** refers to a category of individuals who have declared an intent to follow a sequence of specific credit courses resulting in a formal award of completion of up to 36 credits.

B. **"Courses of Interest"** refers to a category of individuals who seek to take courses listed as credit in the FCC Academic Catalog for personal knowledge or professional development as opposed to the fulfillment of FCC program requirements.

C. **"Degree-Seeking"** refers to a category of individuals who have declared an intent to follow a prescribed curriculum in a career or transfer program that leads to an associate degree, which is generally sixty (60) credits, unless otherwise specified.

D. **"Developmental Courses"** are courses that prepare students for college-level coursework in reading, writing, English as a Second Language (ESL), and math. Developmental education includes multiple course sequences with students progressing as skills are developed. Students are assigned to developmental courses based on their placement test scores.

E. **"Enrollment"** is the status achieved when an individual has registered for classes and has either paid or made arrangements for payment of tuition and/or fees.

F. **"Full-time Enrollment"** refers to a student enrolled in twelve (12) or more credits during the fall or spring semesters, or in a total of twelve (12) credit hours cumulatively for the summer session.

G. **"Readmitted Students"** refers to individuals who have attended FCC but not within the past two years.

H. **"Transfer student"** refers to an individual who has attended another institution of higher learning after high school graduation or equivalency, and who seeks to receive credit for prior coursework completed at previous institutions.

III. Placement Testing Requirements

A. After applying to the College, placement tests are required for:

1. Individuals who are first-time college students who are seeking a degree or certificate whether they enroll full-time or part-time.
2. Individuals planning to take their first English or mathematics course.
3. Currently enrolled students seeking a degree/certificate, whether enrolled full-time or part-time, who have not been tested in the past or whose placement scores and/or exemptions have expired.
4. Transfer or readmitted individuals who have not completed a college-level math and/or English course.
5. Individuals who are designated as Courses of Interest students and wish to enroll in courses with prerequisites of reading, writing, ESL, or mathematics.
6. Individuals who change their designation from Courses of Interest to certificate- or degree-seeking.

B. Upon completion of all required placement tests, individuals are required to consult with an advisor to develop a degree or certificate plan for completion, including course selection. Individuals will choose courses based on their placement scores and their individual career and college goals.

C. Placement tests are not required for individuals as noted under Section VI "Exceptions and Exemptions to Required Placement Testing."

IV. Placement Guidelines

A. Unless otherwise indicated, placement scores are determined using Accuplacer academic assessments.

B. Placement scores will be valid for two years after the date of taking the placement tests.

C. Minimum placements scores, also known as cut scores, have been determined for college-readiness in reading, writing, and mathematics.

D. Non-native English speakers and some world English speakers will take the Level of English Proficiency (LOEP) test to determine reading and writing placement scores.

E. Individuals with documented disabilities as verified by the Services for Students with Disabilities Office will receive reasonable accommodations while completing the required placement tests.

F. Unless outlined in the exemptions and exceptions, high school grades alone do not determine placement.

G. Individuals are permitted to retest only one time per assessment, no sooner than twenty-four (24) hours after the initial test.

H. Students who are continuously enrolled will not be permitted to retest once enrolled in their developmental course requirements.

I. Readmitted students must either retest or complete the developmental requirements as stipulated in the academic catalog.

J. Individuals who demonstrate college-readiness as stipulated in the exemptions and exceptions section of this policy and procedure will be eligible to enroll in the appropriate credit-level courses according to their specific college-readiness scores.

V. Prerequisites

The FCC Academic Catalog designates courses with prerequisites and/or corequisites. Prerequisites are expectations that must be completed before enrollment in a course is allowed. Corequisites are courses that can be taken concurrently.

VI. Exceptions and Exemptions to Required Placement Testing

A. Individuals who transfer from accredited institutions of higher education who present unofficial transcripts indicating successful completion (2.00 GPA or higher) of the equivalent of at least twelve (12) college credits will be exempted from the reading placement test if six (6) credits are general education courses.

B. Individuals will be exempted from the reading and writing placement tests if they provide evidence of successfully completing:

1. The equivalent of FCC course EN 101 at an accredited U.S. institution or credit through DSST, or CLEP.
2. The Advanced Placement (AP) test with a score of 3 or higher in English Language and Composition or English Literature and Composition. AP test scores are valid for five years.
3. The International Baccalaureate (IB) exams with a grade of four (4) or above in one or more of the following exams: Language A Literature SL or HL, and/or Language A: Language & Literature SL or HL. IB test scores are valid for five years.
4. English 11 PARCC score of Level 4 or 5. This score is valid for one year after an individual's date of high school graduation.

C. Individuals will be exempted from the math placement tests if they provide evidence of successfully completing:

1. A general education math course, at the level of college algebra or higher, at an accredited U.S. institution or credit through DSST or CLEP.
2. The Advanced Placement (AP) test with a score of 3 or higher in Calculus AB, Calculus BC, or Statistics. AP test scores are valid for five years.
3. The International Baccalaureate (IB) exams with a grade of 4 or above on one or more of the following exams: Mathematical Studies, Mathematics SL or HL and/or Further Math. IB test scores are valid for 5 years.
4. Algebra II PARCC score of Level 4 or 5. This score is valid for one year after an individual's date of high school graduation.

D. Individuals from Frederick County Public School (FCPS) who successfully completed the following math courses are exempt from taking the math placement tests. This exemption is valid for one year after the individual's date of graduation from high school.

1. Algebra II with an A or B during their junior or senior year are eligible to enroll in an appropriate college-level, credit-bearing math course.
2. Intermediate Transitional Algebra with an A or B and earn the designated score on an FCC-approved college-readiness exam are eligible to enroll in a college-level, non-STEM, credit-bearing math course.
3. Pre-Calculus or higher level math course with an A, B, or C are eligible to enroll in the equivalent college-level credit bearing course.
4. Designated transition math modules and earn the designated score on an FCC-approved college-readiness exam are eligible to enroll in a college-level, non-STEM, credit-bearing math course.

E. Individuals from Frederick County Public School (FCPS) who successfully completed English 12 with a reading comprehension Lexile score of 1050 or higher on the HMH ***Reading Inventory***, 80% or better on ***Vocabulary in Context*** assessments, and 80% or better on the ***Performance Product Portfolio***; and earn a final grade of A or B will be exempted from the reading and writing placement tests. They will be deemed college-ready in reading and writing and will be eligible to enroll in English 101. This exemption is valid for one year after the individual's date of graduation from high school.

F. Individuals who have provided a copy of their SAT/ACT scores that meet the exemption criteria set by Maryland Community College placement guidelines will be exempted from individual placement tests. SAT and ACT scores are valid for five years.

1. Individuals with an SAT Mathematics score of 500 or above are exempted from math placement testing.
2. Individuals with an ACT Mathematics score of 21 or above are exempted from math placement testing.
3. Individuals with an SAT Evidence-based Reading & Writing or Critical Reading score of 500 or above are exempted from reading and writing placement testing.
4. Individuals with an ACT reading score of 21 or greater average on the English Test & Reading Test scores are exempt from the reading and writing placement testing.

G. Individuals who provide an official copy of the TOEFL (Test of English as a Foreign Language) score transcript and who score a 575 or higher on the paperbased test, a 233 or higher on the computer-based test, or a score of 90 or higher on the internet-based test are exempted from the reading, writing and ESL placement tests. TOEFL scores are valid for two years.

H. Individuals who provide a copy of their official Accuplacer or alternative placement test score(s), and meet the placement criteria that exempts them from developmental reading, writing and/or mathematics will also be exempt from the corresponding FCC placement tests. These scores are valid for two years. The Associate Vice President for the Center for Teaching and Learning or his/her designee will evaluate the scores and assign course placement(s) based on FCC standards.

I. Individuals who have provided an unofficial transcript indicating satisfactory completion (at a C or better) of the highest-level developmental course work in reading, writing, or mathematics at another Maryland community college or accredited Maryland four-year college/university are exempted from corresponding placement tests. Reading and writing placement exemptions do not apply to ESL course work.

J. Visiting students from other institutions who present a "Permission to Enroll" form will have prerequisites waived for the courses certified by the sending institutions. No placement exemption will be entered.

K. Individuals who have provided an official transcript indicating they have been awarded an associate, bachelor's, or higher degree from an accredited U.S. institution will be exempted from placement testing.

L. Students who have successfully completed an FCC-approved academic intervention will be permitted one additional retest for a total of 3 test attempts.

M. Individuals who are otherwise exempted by the Associate Vice President for the Center for Teaching and Learning or his/her designee.

N. Individuals enrolled in Frederick County Public Schools or another school with a dual enrollment agreement with the College who wish to participate in dual enrollment or open campus may take the placement tests twice. Within six months of graduation from their K-12 institution, individuals may be granted the opportunity to retake the placement test a third time, with an unofficial transcript or report card indicating successful completion of grade 12 English and/or math, and their placement testing records can be verified by the Testing Center.

The official version of the College Academic Assessment and Placement Policy and Procedures is on its website (www.frederick.edu) and may be revised annually.

Student Information

FCC considers the following to be essential elements of a student record:

- Legal name
- Permanent address
- Birth date
- County and state of legal residence
- Phone number

Frederick Community College accords to students all rights under the Family Educational Rights and Privacy Act as amended. No one outside the institution shall have access to, nor will the institution disclose any information from, a student's educational record without the written consent of the student, except when prior written consent is not required by the act or the implementing regulations. A complete text of the college's compliance procedures is available upon request from the Welcome Center.

Change of Student Information

Students who change their address during the year are responsible for completing a "Change of Address" form in the Welcome Center or at www.frederick.edu. Proof of residence will be required.

Students who change their name during the year must fill out a change of name form in the Welcome Center and provide documentation (list of appropriate documents available in the Welcome Center).

Ways to Earn Credit at FCC

Standard Format Classes

Most day classes are offered in a twice-a-week format, e.g., MW, TTh, for 1.25 hours each. Some day classes are offered in 2.5 hour blocks for one day only (e.g., F, 8:00-10:30 a.m.). Evening classes are generally offered in 2.5 hour blocks; times vary.

Non-Standard/Accelerated Format Classes

Some classes are offered in an accelerated format, from two to eight weeks in length. These classes will meet for up to four hours at a time. Many accelerated format classes also require outside-of-class online assignments or group meetings.

Course Blackboard Requirements

All course sections require access to Blackboard at https://frederick.blackboard.com. Students are expected to be able to access Blackboard via the internet using personal, public or appropriate college available computers. Blackboard access is also require to complete course evaluations. Google Chrome is the preferred browser.

Distributed Learning Opportunities

Students who find it difficult to attend courses on campus may consider distance-learning options offered by the college. These include FCC on the Web and Maryland Online.

FCC hybrid and online options–Frederick Community College offers two types of courses over the Internet: online courses and hybrid courses. Hybrid courses require the student to attend class sessions on campus, online courses do not.

Online courses are taught entirely over the Internet. The student typically accesses a course website to participate in discussions and to find assignments and other materials for the course. A textbook is usually required. Communication with the instructor is mostly by e-mail and/or telephone. Varying from course to course, tests and exams are online but some are proctored in the Testing Center on the home campus.

Hybrid courses are Internet courses with a number of mandatory class sessions on campus. The student typically accesses a course website to find assignments and other materials for the course. The student goes to regular class sessions on campus to participate in discussions or labs, for example. A textbook is usually required. Communication with the instructor includes e-mail. Varying from course to course, tests and exams are both online and on campus.

Both online and hybrid courses are taught on Blackboard™ and require the student to have off-campus Internet access with an Internet browser such as Google Chrome or Mozilla Firefox. Some classes also require CD-ROM capability. Students must have an e-mail address.

Maryland Online–Maryland Online is a statewide consortium dedicated to championing distance learning in Maryland. Through collaboration among Maryland community colleges, colleges, and universities, Maryland Online gives students access to statewide articulated courses, certificates, and degree programs offered via distance education. Maryland Online enhances the quality and availability of higher education for the citizens and employers of Maryland and for students worldwide. Go to www.marylandonline.org for more information.

International Education

The College provides opportunities for faculty, staff, and students to enhance their cultural competence and building their global awareness by providing on and off campus learning experiences, including credit and non-credit international travel experiences. FCC is a part of the state-wide Maryland Community College International Education Consortium (MCCIEC) which offers short-term credit and Continuing Education trips. Check out the www.mcciec.org website to learn more details about these short-term options. For information on all international education choices, consult the college website.

College-Level Examination Program/ DANTES Subject Standardized Tests

CLEP and/or DSST are national credit-by-examination programs providing individuals the opportunity to receive credit for college-level achievement acquired in a wide variety of ways. General and subject examinations are available in many different areas. FCC administers CLEP and DSST examinations to current and prospective students by appointment. Additional information can be obtained by contacting the Testing Center, 301.846.2522; the Counseling & Advising Office, 301.846.2471; or the transfer evaluator, 301.846.2595, at FCC.

FCC also offers CLEP/DSST exams that are not accepted by FCC but may be elsewhere. **See chart on page 18.**

Test	Score	Credits	Course Equivalency
Art of the Western World	48	3	AR 105
Introduction to World Religions	48	3	PH 204
Business Ethics and Society	417	3	PH 208
Fundamentals of College Algebra	400	3	MA 103
Financial Accounting	47	6	ACCT 100 & 101

Advanced Placement Examinations

These subject matter exams sponsored by the Educational Testing Service are generally administered through high schools at the culmination of AP course offerings. The program provides a practical way for high school students to receive advanced standing credit in college for college-level courses completed in high schools. Applicants for admission who have taken AP examinations should have an official copy of their scores sent to the FCC Welcome Center in Jefferson Hall. **See chart on page 18.**

CLEP Exams

General Examinations	Score Needed	Credits	Course Equivalent
College Mathematics	50	3	MA 103
Humanities	50	6	AR 105, EN 205
Social Sciences/History	50	6	SO 101, HI 101
Subject Examinations	**Score Needed**	**Credits**	**Course Equivalent**
Business			
Financial Accounting	50	6	ACCT 100, 101
Information Systems & Computer Applications	50	3	CIS 101
Intro Business Law	50	3	BU 211
Principles of Management	50	3	BU 227
Principles of Marketing	50	3	BU 225
Composition & Literature			
American Literature	50	6	EN 203, 204
College Composition	50	3	EN 101
Foreign Languages			
French, Level 1	50	6	LF 101, 102
French, Level 2	62	12	LF 101, 102, 201, 202
German, Level 1	50	6	LG 101, 102
German, Level 2	63	12	LG 101, 102, 201, 202
Spanish, Level 1	50	6	LS 101, 102
Spanish, Level 2	66	12	LS 101, 102, 201, 202
History & Social Sciences			
American Government	50	3	PI 104
Human Growth Dev.	50	3	ED/PS 208
Intro Educational Psychology	50	3	ED 202
Introductory Psychology	50	3	PS 101
Introductory Sociology	50	3	SO 101
Macroeconomics	50	3	EC 201
Microeconomics	50	3	EC 202
US History I: Early Colonization-1877	50	3	HI 201
US History II: 1865 to the Present	50	3	HI 202
Western Civilization I: Ancient Near East-1648	50	3	HI 101
Western Civilization II: 1648-Present	50	3	HI 102
Science & Mathematics			
Calculus	64	4	MA 201
Precalculus	61	4	MA 111

Advanced Placement Exams

Test	Score	FCC Credit
Art–History	3 or better	AR 104 (3)
Art–Studio	3 or better	Possible credit for AR 101 or AR 106 (program manager determines whether or not credit can be awarded)
Biology	3 4 or better 5 or better	BI 100 (4) BI 101 (4) BI 101 (4) & BI 102 (4)
Calculus AB	4 or better	MA 210 (4)
Calculus BC	4 or better	MA 210, 211 (8)
Chemistry	3 or better 5 or better	CH 101 (4) CH 101 (4), CH 102 (4)
Computer Science A	3 or better	CIS 106 (3)
Computer Science AB	4 or better	CIS 201 & CIS 202 (6)
Economics–Macro	3 or better	EC 201 (3)
Economics–Micro	3 or better	EC 202 (3)
English–Lang/Comp	3 4 or better	placement into EN 101 (0) EN 101 (3)
English–Lit/Comp	3 4 or better	placement into EN 101 (0) EN 102 (3)
Environmental Science	4 or better	BI 202 (3)
French–Language	3 or better	LF 101, 102 (6)
German–Language	3 or better	LG 101, 102 (6)
Government & Politics US	4 or better	PI 104 (3)
History–European	4 or better	HI 102 (3)
History–US	4 or better 5 or better	HI 201 or HI 202 (3) HI 201 (3) & HI 202 (3)
Italian–Language & Culture	3 or better	LI 101 (3) and LI 102 (3)
Latin	3 or better	LL 101 (3) and LL 102 (3)
Music Theory	3 or better 4 or better	MU 103 (3) Music majors: credit determined by program manager
Music Listening & Literature	3 or better	MU 101 (3)
Physics 1	4 or better	PY 201 (4)
Physics 2	4 or better	PY 202 (4)
Physics B	4 or better	PY 201, 202 (8)
Physics C Mechanics	4 or better	PY 203 (4)
Physics C Electricity & Magnetism	4 or better	PY 204 (4)
Psychology	3 or better	PS 101 (3)
Spanish–Language	3 or better	LS 101, 102 (6)
Statistics	3 or better	MA 206 (3)

Portfolio Development

The portfolio development process allows students an opportunity to demonstrate college-level knowledge acquired from work, independent reading, training programs, volunteer activities, and other life experiences. Compiled in notebook format, the portfolio reflects student-generated evidence of learning that satisfies a specific FCC course. Following development, the portfolio is submitted to the college for credit review by the faculty. Students pay an assessment fee for the portfolio to be reviewed. No more than 30 credits total may be earned through portfolio assessment. For additional information, call 301.846.2587.

Departmental Examination

If no CLEP exam is available for the subject in which a student is knowledgeable or skilled, students may contact the Registrar at FCC to discuss the possibility for credit for the course by examination. A credit by examination may be taken only once. If the student passes a credit by examination with a grade of "C" or better, he/she will earn the stipulated number of credits for the course. A student's transcript will show credit for the specific courses that were taken on a credit-by-examination basis. No grade will be recorded, but credits may be counted toward degree requirements. Students pay an assessment fee for the exam to be scored prior to taking the exam. If a student is enrolled in a class for which he/she subsequently requests a departmental examination, no refund for the course is available. No more than 15 credits total may be earned through departmental examinations. Forms are available in the departments.

Independent Study

The independent study program permits students to follow individual interests beyond the limits of a more formalized course. It also encourages self-discipline and scholarly development. Independent study honors classes are listed in the schedule of classes each semester.

Students interested in non-honors independent study classes can apply by obtaining an independent study application from the vice president for learning or appropriate department chair and contacting a faculty member who is willing to supervise the independent study. Completed independent study forms must be submitted to the Welcome Center. Details are available from the vice president for learning at 301.846.2490. Students must follow the add/drop dates in the schedule of classes.

International Baccalaureate (IB)

FCC will evaluate International Baccalaureate (IB) subject examinations with scores of 5, 6, or 7. Students must have official results sent to the FCC Welcome Center in Jefferson Hall. Students may be awarded up to 30 credits toward the associate degree, but those planning to transfer need to consult with potential transfer institutions regarding each institution's policy on required scores and credits awarded. To request an official candidate score report be sent to FCC, see the International Baccalaureate website at http://www.ibo.org.

IB Exam	FCC Course Equivalent/ Credits Awarded
IB English (HL)	5+ = EN 102 5+ and Completion of full-diploma option = EN 101 & EN 102
IB Math (HL)	5+ = MA 206 (3) and MA 210 (4); Placement into MA 211
IB Math (SL)	5+ = MA 111 (4); Placement into MA 201 or MA 210
IB Math Studies	5+ = MA 103 (3)
IB Biology (HL)	6+ = BI 101 & BI 102
IB Biology (SL)	6+ = BI 100
IB Chemistry	5 = CH 101; 6+ = CH 101 and CH 102
IB Physics (SL)	No credit
IB History of the Americas	5= HI 201 or HI 202; 6+ = HI 201 & HI 202
IB History of Europe	5+ = HI 102
IB Economics (SL)	6+ = EC 201 & EC 202
IB Spanish	5+ = LS 101 and LS 102
IB French	5+ = LF 101 and LF 102
IB Latin	5+ = LL 101 and LL 102
IB Music	Determined by program manager
IB Art	5+ = AR 104
IB Computer Science	5+ = CIS 106
Full IB Diploma (Indicates successful completion of the Theory of Knowledge course and the Extended Essay)	EN 101

Internship

The internship program allows students to gain work experience as well as earn academic credit for structured learning that occurs through full- or part-time employment related to their academic majors.

To be eligible, students must have met the following guidelines:

1. Be enrolled in an eligible FCC program
2. Have a minimum 2.0 grade point average
3. Be approaching their last 15 credits in their college program
4. Requirements: Internship credits can be earned through either part- or full-time employment in a position directly related to the student's major. Part-time employment (paid or unpaid) is normally carried on concurrently with full- or part-time school enrollment. Hours of employment may vary, according to type of position. Full-time employment under the internship program is normally carried out while attending school part time. A written assignment is completed based on work experiences. A faculty member, selected by the program manager or department chair, will approve the assignment, assist with the development of student outcome goals, maintain contact with the work site, and assign a grade at the end of the semester. Grades are based on the student's completion of outcome goals, work experience evaluation and the employer's evaluations.

Articulation Agreements

Air Force Reserve Officer Training Corps (AFROTC)

FCC is a Crosstown Partner with the Air Force ROTC unit at University of Maryland College Park. Air Force ROTC is a college program that allows students to earn their degree while training to become an Air Force officer. AFROTC offers challenges and benefits unique among student organizations and training programs on a college campus. Students receive invaluable leadership training, are involved in community events, and visit active-duty Air Force bases as part of the program. Additionally, all course materials and uniform items needed for the AFROTC courses are provided at no cost, and students can compete for scholarships to help pay tuition. Most importantly, the program can lead to an exciting career in the U.S. Air Force. For more information, visit www.afrotc.umd.edu, send an e-mail to afrotcdet330@umd.edu, or call the UMCP campus at 301.314.3242 or contact Marsha Mason-Sowell at FCC, mmason-sowell@frederick.edu or 301.846.2475.

FCC recognizes the value of AFROTC courses. As a Crosstown Partner with the University of Maryland College Park's AFROTC unit, FCC will accept credit for the following AFROTC courses completed in UMCP's AFROTC program.

UMCP Course	FCC Courses	Credits
ARSC 100	General Elective Credit	1
ARSC 101	General Elective Credit	1
ARSC 200	General Elective Credit	1
ARSC 201	General Elective Credit	1

In addition, FCC will award credit for the following AFROTC courses that do not have a corresponding UMCP course number.

AFROTC Course	FCC Courses	Credits
ARSC 059 (if taken as a single course)	PE 126 – Fitness and Conditioning	1
ARSC 059 (if taken three times)	PE 154 – Fitness for Living	3

FCC/CCPS Agreement

Frederick Community College and Carroll County Public Schools have an articulation agreement that awards college credit for selected Carroll County Public Schools coursework. To receive credit for these courses, students must have earned a specific grade as designated in the various agreements. The CCPS graduate must initiate the request for credit within two years of his or her graduation from high school. Students must submit an official high school transcript. Additional information is available from the FCC Welcome Center or from Carroll County high school guidance offices.

FCC/FCPS Agreement

Frederick Community College and Frederick County Public Schools have an articulation agreement that awards college credit for selected Frederick County Public Schools coursework. To receive credit for these courses, students must have earned a specific grade as designated in the various agreements. The FCPS graduate must initiate the request for credit within two years of his or her graduation from high school. Students must submit an official high school transcript. Additional information is available from the FCC Welcome Center or from Frederick County high school guidance offices.

Federal Emergency Management Agency (FEMA) Courses

FCC evaluates and grants academic credit for eligible FEMA IS courses. Courses developed by FEMA are available to be completed online for Continuing Education units (CEUs). Upon successful completion of a course, students can convert their CEUs to academic credit at a cost of $88 per credit hour (subject to change).

Students wishing to pursue a Letter of Recognition, Certificate, or A.A.S. in Emergency Management from Frederick Community College are required to complete additional courses called modules. Modules are instructor-led experiences to validate student's knowledge, earn letter grades, and GPA. Modules occur in the online environment, during five-week periods, according to the academic calendar. See the FCC website at www.frederick.edu/fema for more information. Also see the Emergency Management academic program offerings, pages 66-68.

L'Academie de Cuisine

L'Academie de Cuisine (LAC) and Frederick Community College (FCC) share a Memorandum of Understanding which allows for in-coming students who successfully complete LAC's 1620 hour Culinary Arts Certificate and Externship to be granted advanced credit at FCC.

Students must complete 12 credits in FCC's Associate Degree Program in Culinary Arts & Supervision before articulated credit is awarded. For further information, contact Elizabeth DeRose, Institute Manager, Hospitality, Culinary, and Tourism at 301.846.2404.

Maryland State Department of Education

Frederick Community College and the Maryland State Department of Education have an articulation agreement that awards college credit for course ID 225-Disaster, Crisis and Emergency Management to Maryland Public High School students who successfully complete the CTE in Homeland Security & Emergency Preparedness. Students must submit an official high school transcript. Additional information is available from the FCC Welcome Center or the student's high school guidance office.

Transferring In Courses

Credit may be granted for coursework completed at accredited colleges and universities. Transfer courses must apply to the student's program of study. (See transfer students, page 8 for requirements.)

USM/College & University Credit

For students transferring from any University System of Maryland (USM) college, all applicable general education coursework with a grade of "D" or above will be accepted in transfer. For non-general education coursework from a USM college, grades of "D" will be accepted only if the calculated GPA for the block of non-general education transfer courses is 2.000 or higher. Grades of "D," however, will not be accepted for any course within a program of study that requires a grade of "C" or higher. A grade of "D" can be used fulfill a prerequisite unless the prerequisite requires a grade of "C" or higher.

Other College Credit

For students transferring from outside of the University System of Maryland, grades of "D" will be accepted only if the cumulative grade point average from that institution is 2.000 or higher. Grades of "D," however, will not be accepted for any course within a program of study that requires a "C" or higher. A grade of "D" can be used to fulfill a prerequisite unless the prerequisite requires a grade of "C" or higher.

Foreign College and University Credit

Credit may be granted for coursework completed at foreign colleges and universities based upon evaluation by credentialing services. The college recommends the use of AACRAO's International Education Services or WES (World Education Services) for credentialing but does accept evaluations from other credentialing services provided that the credentialing service is a member of the National Association of Credentialing Evaluation Services.

ITT Technical Institute

In order to serve the students impacted by the closure of ITT Educational Services, Inc., which had locations in Hanover, Maryland and Owings Mills, Maryland, Frederick Community College entered into a State Orchestrated Transfer Agreement with MHEC to accept ITT credits earned before the loss of accreditation. Specifically the College articulates credits from the Business Management and Accounting programs.

Training in Non-collegiate Institutions and Organizations

Credit may be granted for educational programs which apply to the student's program which have been successfully completed at non-collegiate organizations such as government agencies, corporations and businesses. Non-collegiate courses must be described in A Guide to Education Programs in Non-Collegiate Organizations, compiled by the Commission of Education Credit of the American Council on Education (ACE) or the University of the State of New York (PONSI). Official transcripts or supporting documentation for such courses must be submitted to the Welcome Center at Frederick Community College. No more than 30 credits may be earned through training from non-collegiate institutions and organizations.

Military Education & Training

Credits may be granted for a variety of formal military vocational, and educational programs. Programs must be described with credit recommendations in the American Council on Education's (ACE) Guide to the Evaluation of Educational Experience in The Armed Services. Official Community College of the Air Force transcripts, JST, DD214, DD295, or other military transcripts must be submitted to the Welcome Center. No more than 30 credits may be earned through military training and education.

Defense Activity for Nontraditional Educational Support

DSST is a testing program available to military personnel and civilians. Further information regarding DSST is available at FCC, military education centers or the University of Maryland University College. Information regarding required scores and credits awarded is available at the FCC Welcome Center. Official score transcripts should be submitted to the FCC Welcome Center.

Transfer Agreements

In an effort to best meet the educational needs of our students, Frederick Community College has worked to create partnerships and articulation agreements with many two- and four-year colleges and universities in Maryland and surrounding areas.

Frostburg State University Criminal Justice

In addition to the system-wide articulation with Frostburg State University and other Maryland State universities, Frederick Community College and Frostburg have established a collaborative program. The program is designed to enable students with the A.A. in criminal justice to smoothly transition to the Bachelor of Technical and Professional Studies degree in criminal justice at Frostburg. For more information, contact the Counseling & Advising Office at 301.846.2471, or the program coordinator at FSU.

Frostburg State University Dual Admission

Frederick Community College has entered into an agreement with Frostburg State University which will allow students to complete their associate's degree at FCC while maintaining dual admission to FSU. While enrolled at FCC, Dual Admission students will have access to services at FSU including academic advising, along with the use of library resources and other on-campus facilities at FSU and the University System of Maryland Center in Hagerstown. An application for dual admission can be obtained at the Welcome Center. For more information, contact the Counseling & Advising Office at 301.846.2471.

Frostburg State University Nursing

The purpose of this agreement is to enhance and maintain the relationship between FCC students and FSU by offering dual enrollment to FSU. Students who have been accepted to FCC's Nursing Program or who have completed the Associate Degree in Nursing at FCC and have an unencumbered RN license in the United States or are qualified to complete their state RN licensure exam and have completed the majority of prerequisite course work and general education requirements are eligible for dual enrollment. For further information contact Jennifer McAninley, Allied Health & Nursing Advisor at FCC, 240.629.7935.

Goucher College

In an effort to enhance and maintain the relationship between FCC and Goucher College, transfer students from FCC's Honors College program are guaranteed admission into Goucher College during the fall semester or spring semester after completing a degree or earning 60 credits at FCC and earned a 3.5 cumulative grade point average. Additionally, Goucher College will also consider waiving the application fee, consideration for transfer merit scholarship, and an additional $2,000 scholarship if the student is a Phi Theta Kappa member.

Hood College: Honors Program

Frederick Community College maintains a Memorandum of Understanding (MOU) with Hood College for students enrolled In the FCC Honors Program. The purpose of this MOU is to acknowledge the scholastic accomplishments of FCC Honors students and to facilitate a seamless transition from the FCC Honors Program to the Hood College Honors Program. Interested students should contact the FCC Honors Program Coordinator for further information.

Hood College: Computer Science

Frederick Community College maintains an articulation agreement with Hood College for students completing their degree at FCC in Computer Science. The purpose of this agreement between Hood College and Frederick Community College is to allow students having completed the Associate of Science in Computer Science, as outlined in the agreement, to transition smoothly into the B.S. in Computer Science at Hood College. Students will matriculate at junior standing. A maximum of 62 credit hours from FCC will be allowed toward fulfillment of the 124 credit hours required for baccalaureate completion. All courses meeting general education requirements at FCC will transfer to Hood College as general education.

Maryland Area College Music Association (MACM)

The Maryland Area College Music Association (MACM) includes representatives from two- and four-year institutions in the state of Maryland concerned with facilitating the transfer of music students between institutions. In support of that mission, MACM has developed an articulation agreement between the institutions to facilitate transfer of credit in Music Theory/Musicianship at the lower-division level to programs at the four-year institutions. For further information, contact the program manager for Music at 301.846.2566.

McDaniel College Honors Program

Frederick Community College maintains a Memorandum of Understanding (MOU) with McDaniel College for students enrolled In the FCC Honors Program. The purpose of this MOU is to acknowledge the scholastic accomplishments of FCC Honors students and to facilitate a seamless transition from the FCC Honors Program to the McDaniel College Honors Program. Interested students should contact the FCC Honors Program Coordinator for further information.

Mid-Maryland Healthcare Consortium

In an effort to facilitate the pursuit of careers in healthcare, Frederick Community College (FCC), Carroll Community College (CCC) and Howard Community College (HCC) formed this partnership to allow residents in the three counties to enroll in selected healthcare programs at any of these colleges at in-county tuition rates. The consortium can benefit FCC students interested in enrolling in the following credit programs:

Carroll Community College
- Physical Therapy Assistant
- Health Information Technology

Frederick Community College
- Bioprocessing Technology
- Nuclear Medicine
- Respiratory Care
- Surgical Technology

Howard Community College
- Cardiovascular Technology
- Emergency Medical Services Programs

Mount St. Mary's University

Criminal Justice

Frederick Community College and Mount St. Mary's University are committed to providing students with the seamless articulation of FCC coursework leading toward completion of the bachelor's degree at MSMU. In support of that commitment, FCC and MSMU maintain an articulation agreement for FCC graduates of the A.A.S. in Police Science. A maximum of 75 credit hours from FCC will be allowed toward fulfillment of the 120 hours required for baccalaureate completion. All courses meeting general education requirements at FCC will transfer to MSMU as general education. For further information, contact Robin Shusko, program manager, Police Science, 301.846.2673.

STEM (Area of Concentration biology)

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's STEM (Biology area of concentration) program to the B.S. in Biology program at Mount St. Mary's University. Students earning an A.S. degree in STEM (Biology area of concentration) and meeting GPA requirements will be able to transfer up to 60 credits (the maximum allowable) to Mt. St. Mary's University. Further, students who obtained an A.S. degree in STEM (Biology area of concentration) from FCC and who enrolled in the Biology program at Mt. St. Mary's University can apply up to 32 transfer credits to required components of the major. For further information contact Marc Frankenberry at 301.846.2606.

Cybersecurity

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's Cybersecurity program to the B.S. in Cybersecurity program at Mount St. Mary's University. Students earning an A.A.S. degree in Cybersecurity and meeting GPA requirements will be able to transfer up to 60 credits (the maximum allowable) to Mt. St. Mary's University. Further, students who obtained an A.A.S. in Cybersecurity from FCC and who enrolled in the Biology program at Mt. St. Mary's University can apply up to 24 transfer credits to required components of the major. For more information contact James Hatch at 301.624.2769.

Pennsylvania College of Technology Construction Management

Frederick Community College maintains an articulation agreement with Pennsylvania College of Technology which will accept FCC graduates in the Construction Management and Supervision program into the Construction Management major at PCT. Students must meet the minimum grade requirement of "C" or higher in listed general education courses and students must maintain an overall GPA of 2.000 or higher. For more information, contact the Counseling & Advising Office at 301.846.2471.

Salisbury University Social Work

In addition to the system-wide articulation with Salisbury University and other Maryland state universities, Frederick Community College and Salisbury University have established a collaborative program in human services areas. This program is designed to enable students with the A.A. in Human Services or Psychology or with the A.A. in Sociology to smoothly transition to the B.A. in Social Work at Salisbury. For more information, contact the Counseling & Advising Office at 301.846.2471.

Shenandoah University

Students having completed their Associate degree with a minimum GPA of 2.5 will be given priority consideration for admission to Shenandoah University. For more information, contact the Counseling & Advising Office at 301.846.2471.

Shepherd University Dual Admission

Frederick Community College has a dual admission agreement with Shepherd. Students enrolled in the dual admission program will be guaranteed admission to Shepherd with a cumulative FCC GPA of 2.800 or higher and at least 30 FCC college credits. Students will also receive a tuition discount when they continue their studies at Shepherd if they meet these dual admission requirements. For more information about how to enroll in this program, contact the Counseling & Advising Office at 301.846.2471, or the Admissions Office at Shepherd at 304.876.5212, www.shepherd.edu/admweb/apply/FCC.

Shippensburg University Dual Admission

Frederick Community College has a dual admission agreement with Shippensburg. Students may complete one application to be admitted to both institutions. Students enrolled under dual admission also receive a significant tuition reduction when they continue their study at Shippensburg. For more information, contact Shippensburg at 800.822.8208 or e-mail at ad-miss@ship.edu.

St. Mary's College of Maryland Guaranteed Admission

The Guaranteed Admission Transfer Agreement is designed to facilitate FCC students' ease of transfer to St. Mary's College of Maryland (SMCM). FCC students graduating with a minimum cumulative grade-point average (GPA) of 3.000 and meet the criteria outlined in the agreement are guaranteed admission to SMCM. For further information, contact the Counseling & Advising Office at 301.846.2471.

Stevenson University Human Services

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Human Services A.A. Addictions track to smoothly transition to the B.S. in Human Services at Stevenson University.

Stevenson University Biotechnology

Frederick Community College maintains an articulation agreement for graduates in the A.A.S. in Bioprocessing Technology program wishing to transfer to the B.S. in Biotechnology at Stevenson. For more information, contact the Counseling & Advising Office at 301.846.2471.

Stevenson University Nursing

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Pre-Health Professions program at FCC transferring to the traditional Nursing Program at Stevenson University. A maximum of 70 credit hours from FCC will be allowed toward fulfillment of the 125 credit hours required for baccalaureate completion. Only courses in which the students earn a grade of "C" or better are eligible for transfer. Students must maintain a cumulative GPA of 3.000 or higher in all prior college course work.

Stratford University Culinary Management

Stratford University and Frederick Community College have established an articulation agreement for students graduating with the Culinary Arts & Supervision A.A.S. degree who wish to transfer into the B.A. degree in Culinary Management at Stratford. This agreement provides a seamless transfer of FCC courses to Stratford University. Students must maintain an overall "C" average in order to transfer to Stratford. For further information, contact the Culinary Arts & Supervision Program Manager.

Towson University

Allied Health Technical and Professional Studies

In addition to the system-wide articulation with Towson University and other Maryland State colleges, Frederick Community College and Towson have established memorandums of understanding for students completing Allied Health programs. These collaborative programs are designed to enable students with an A.A.S. in any of our Allied Health programs to smoothly transition to the Bachelor of Technical and Professional Studies degree at Towson.

For more information, contact the Counseling & Advising Office at 301.846.2471, or the program coordinator at Towson.

Towson University Nursing

The purpose of this agreement is to enhance and maintain the relationship between FCC students and TSU by offering dual enrollment to TSU. Students who have been accepted to FCC's Nursing Program or who have completed the Associate Degree in Nursing at TSU and have an unencumbered RN license in the United States or are qualified to complete their state RN licensure exam and have completed the majority of prerequisite course work and general education requirements are eligible for dual enrollment. For further information contact Jennifer McAninley, Allied Health & Nursing Advisor at FCC, 240.629.7935.

Electronic Media and Film

Students completing the A.A. in Digital Media Design may transfer into Towson University's Electronic Media and Film: Film/Video/Digital Media Concentration with junior status. For more information, contact the Counseling & Advising Office at 301.846.2471, or the program coordinator at Towson.

Towson University Honors

Frederick Community College maintains a Memorandum of Understanding (MOU) with Towson University for students enrolled in the FCC Honors Program. The purpose of this MOU is to acknowledge the scholastic accomplishments of FCC Honors students and to facilitate a seamless transition from the FCC Honors Program to the Honors College at Towson University. Interested students should contact the FCC Honors Program Coordinator for further information.

Universities at Hagerstown

The Universities at Hagerstown follow a new model in education that was originally created through the Universities at Shady Grove. Various degree programs are offered at a location accessible to students in the Western Maryland region. Students seeking to complete a bachelor's degree after attending Frederick Community College will find bachelor's degree programs offered by a number of Maryland State colleges at the Universities at Hagerstown. For more information, visit the website at www.hagerstown.usmd.edu.

Universities at Shady Grove

The Universities at Shady Grove is a new model in education, offering a variety of degree programs in an accessible Montgomery County location. Students seeking to complete a bachelor's degree after attending Frederick Community College will find bachelor's degree programs offered by a number of Maryland State colleges at Universities at Shady Grove. For more information, visit the website at www.shadygrove.umd.edu.

University of Baltimore Health Systems Management

Frederick Community College maintains an articulation agreement with the University of Baltimore which allows graduates of FCC A.A.S. programs in Nuclear Medicine, Respiratory Care and Surgical Technology to transfer into the University of Baltimore Bachelor of Science in Health Systems Management. For more information, contact the Counseling & Advising Office at 301.846.2471.

University of Maryland College Park Transfer Advantage Program

The Maryland Transfer Advantage Program (MTAP) guarantees admission to the University of Maryland at College Park or a University of Maryland, College Park program at the Universities at Shady Grove (USG) within one year of completion of the Associate degree or, in the case of College Park, completion of 30 credits of coursework (15 credits of which must be completed at FCC) with a minimum 3.0 GPA. MTAP students may also be eligible for a 25% course-tuition-scholarship for one UMD course per term. For more information, contact the Counseling & Advising Office at 301.846.2471.

University of Maryland College Park at Shady Grove

Public Health Science

FCC students who earn the A.A. in General Studies or the A.S. in STEM, following the prescribed curriculum as outlined in the course matrix, will be able to pursue the third and fourth years of the Bachelor of Science Degree in Public Health Sciences from University of Maryland College Park at the Universities at Shady Grove. For more information, contact the Counseling & Advising Office at 301.846.2471.

Communications

FCC Students who earn their Associates degree, following the prescribed curriculum as outlined in the course matrix for communications, will be able to pursue the third and fourth years of the Bachelor of Arts in Communications from the University of Maryland College Park at the Universities at Shady Grove. For more information, contact the Counseling & Advising Office at 301.846.2471.

Criminal Justice

FCC Students who earn the A.A. in Criminal Justice, following the prescribed curriculum as outlined in the course matrix, will be able to pursue the third and fourth years of the Bachelor of Arts in Criminology and Criminal Justice from the University of Maryland College Park at the Universities at Shady Grove. For more information, contact the Counseling & Advising Office at 301.846.2471.

Biological Sciences

FCC Students who earn the A.S. in STEM, following the prescribed curriculum as outlined in the course matrix, will be able to pursue the third and fourth years of the Bachelor of Science in Biological Sciences from the University of Maryland College Park at the Universities at Shady Grove. For more information, contact the Counseling & Advising Office at 301.846.2471.

University of Maryland Eastern Shore Construction Management

Frederick Community College maintains an articulation agreement with the University of Maryland Eastern Shore for graduates of the Construction Management & Supervision A.A.S. degree wishing to pursue the third and fourth years of the Bachelor of Science Degree in Construction Management Technology from UMES at the Universities at Shady Grove. Students will complete their coursework through a combination of on-campus and distance education course offerings. For further information, contact Michael Leonard, Program Manager Construction Management, 240.629.7927.

UMUC Alliance

Frederick Community College and University of Maryland University College have formed an alliance that offers dual admission to both institutions. The alliance allows for a seamless education from associate's to bachelor's degrees in majors like computer science, information systems management, bioprocessing, business administration, police science, paralegal, history, and psychology. Once students complete the Alliance application, they are admitted to both FCC and UMUC. Alliance students have the benefit of full library privileges and other resources at both institutions. For more information, contact the Counseling & Advising Office at 301.846.2471 or visit the UMUC website at www.umuc.edu. Under Community Colleges, click on Maryland Community Colleges and then go to Frederick Community College Information.

University System of Maryland

The state of Maryland has a unique computerized articulation system, called ARTSYS, which outlines individual course equivalencies and recommended transfer programs for every two-year and four-year institution within the University System of Maryland (which includes UMBC, UMCP, Frostburg, Towson, Salisbury, and others). Articulation information for some private colleges like Hood and McDaniel is also accessible through ARTSYS. Students can access ARTSYS at http://artweb.usmd.edu. For additional transfer information, students can visit the Maryland Transfer website at http://mdtransfer.edu. Students are encouraged to meet with a counselor regarding their transfer plans. Contact the Counseling & Advising Office at 301.846.2471 for an appointment.

West Virginia University

In an effort to enhance and maintain the relationship between Frederick Community College and West Virginia University, transfer students with a grade point average of at least 2.0 from FCC are guaranteed admission to West Virginia University. For more information contact the Counseling & Advising Office at 301.846.2471.

Wilson College

In an attempt to create more diverse opportunities for our transferring students, Frederick Community College has entered into an agreement with Wilson College in Chambersburg, Pennsylvania. This agreement supports an effort to provide equal access to admission, registration, and financial aid at Wilson College for FCC graduates. This agreement also proposes the development of articulated programs of study for ease of transfer, which will recognize the general education requirements completed at FCC. For more information, contact the Office of Admission in the College for Women at 800.421.8402 or the College for Continuing Education at 800.421.4796.

Online Education Transfer Institutions

American Public University System Nursing

This agreement facilitates the transfer of Frederick Community College students who graduate with an Associate of Science degree in Nursing to the Bachelor of Science degree in Nursing at American Public University System (APUS). Students must have earned the grade of C or higher in all courses set forth in the Degree Completion Plan included in this agreement. For more information, contact the Counseling & Advising Office at 301.846.2471.

American Public University System Emergency Management

This agreement facilitates the transfer of Frederick Community College students who graduate with an Associate of Applied Science degree in Emergency Management to the Bachelor of Arts degree in Emergency and Disaster at American Public University System (APUS). Students must have earned the grade of C or higher in all courses set forth in the Degree Completion Plan included in this agreement. For more information contact Douglas McDaniel, Academic Program Manager, Emergency Management Programs, at 301.629.7952.

Ashford University

Ashford University (AU) and Frederick Community College (FCC) have established an articulation agreement to enable FCC students who transfer to Ashford University to carry with them the credit they have already earned for as much relevant study as possible. Students who transfer to AU and have earned an associate's degree with a 2.000 cumulative GPA or higher are accepted as fulfilling all General Education and competency requirements of an Ashford University Bachelor's program. For more information, contact the Counseling & Advising Office at 301.846.2471.

Capella University

Upon successful completion of A.A., A.S. or A.A.S. degree requirements in specific programs at FCC, students will be provisionally accepted into specific Capella upper division bachelor's programs under the following conditions: 2.000 GPA on a 4.000 scale; satisfy the General Education requirements as stated in the Capella University catalog and otherwise fulfill Capella's education requirements. FCC graduates, alumni, faculty and staff will receive a 10% tuition discount at Capella University. Students should contact the Counseling & Advising Office at 301.846.2471 for further information.

Kansas Wesleyan University

This agreement facilitates the transfer of Frederick Community College students who graduate with an Emergency Management Associate of Applied Science degree in the Track I program who wish to transition to Kansas Wesleyan University into the Bachelor of Science in Emergency Management. Frederick Community College students must graduate with at least a 2.000 GPA. For further information, contact Sam Lombardo, Academic Program Manager, Emergency Management, 240.629.7952.

Rowan University

This agreement facilitates the transfer of Frederick Community College students who graduate with an Emergency Management Associate of Applied Science degree in the Track I program who wish to transition to Rowan University into the BA in Disaster Preparedness and Emergency Management. Frederick Community College students must graduate with at least a 2.0 GPA. For further information, contact Sam Lombardo, Academic Program Manager, Emergency Management, 240.629.7952.

Johns Hopkins University

This agreement facilitates the transfer of Frederick Community College students who graduate with an Emergency Management Associate of Applied Science degree who wish to transition to Johns Hopkins University into the Bachelor of Science in Organizational Leadership. For further information, contact Sam Lombardo, Academic Program Manager, Emergency Management, 240.629.7952.

George Washington University School of Medicine and Health Sciences

Frederick Community College (FCC) maintains an articulation agreement with George Washington University School of Medicine and Health Sciences for students completing their Associates degree and wishing to transfer into one of the Bachelor of Health Science programs at George Washington. Students are guaranteed admission if they meet the criteria set forth in the agreement. For further information, contact the Counseling & Advising Office at 301.846.2471.

Chamberlain College of Nursing

Frederick Community College (FCC) maintains an articulation agreement with Chamberlain College of Nursing to provide a seamless transfer for graduates with an Associate Degree in Nursing and RN licensure who wish to pursue their BSN online through Chamberlain College. For further information, contact the Counseling & Advising Office at 301.846.2471.

Charter Oak State College Public Safety Administration

Charter Oak State College (COSC) is primarily an online college located in New Britain, Connecticut. Frederick Community College (FCC) has an articulation agreement with COSC for FCC's Emergency Management Track I program. FCC students graduating in the A.A.S. Emergency Management Track I program can transfer into the COSC Public Safety Administration concentration. For more information, contact Sam Lombardo, Academic Program Manager, Emergency Management, 240.629.7952.

Drexel University Nursing

Frederick Community College and Drexel University have established a letter of understanding enabling students completing their Nursing A.S. program to smoothly transition to the RN-BSN program offered through the Drexel E-Learning institute. Students should contact the Counseling & Advising Office at 301.846.2471 for further information.

Kaplan University

Kaplan University offers online delivery of courses for students wishing to complete their B.A. degree while attending Frederick Community College (FCC). Students may concurrently take courses at FCC and Kaplan University. Students having completed certificate programs will be eligible for a course-by-course review for transfer of credits to Kaplan University. Students having completed an associate's degree program (A.A., A.A.S., and A.S.) consisting of a minimum of 60 semester hours will be eligible for a block transfer of up to 60 semester hours and acceptance into Kaplan's "advanced start" baccalaureate option.

To be eligible for application to an advanced start bachelor's program, a student must be an associate degree graduate or must submit a letter from the Frederick Community College Registrar indicating that the student is in good standing, the expected date of graduation, the associate's degree expected to be earned, and the program/major. Upon graduation, the student must submit proof of having been awarded an associate's degree.

Northwestern State University of Louisiana Emergency Management

Frederick Community College (FCC) maintains an articulation agreement with Northwestern State University of Louisiana (NSU) for graduates of the Emergency Management Track I program at FCC who wish to transition into the B.S. in Unified Public Safety Administration's concentration in Emergency Management at NSU. A maximum of 62 credit hours from FCC will transfer to NSU. Students must maintain a 2.000 GPA in order to transfer. For further information, contact Sam Lombardo, Academic Program Manager, Emergency Management, 240.629.7952.

Strayer University

The mission of Strayer University is primarily to serve adult students interested in completing their B.A. degree through evening, weekend and online delivery of courses. Frederick Community College (FCC) maintains an articulation agreement with Strayer University. Students completing an A.A. or A.S. at FCC will be considered to have met all lower division general education requirements at Strayer University. The maximum number of transfer credits accepted by Strayer is 84. For more information, contact the Counseling & Advising Office at 301.846.2471.

University of Maryland University College

The University of Maryland University College offers a number of online degree programs for students completing their A.A., A.S. or A.A.S. degree requirements in specific programs at Frederick Community College. UMUC offers academic programs in the following areas through distance education: Business and Management, Cyber Security, Education and Teaching, Healthcare and Science, Information Technology and Computer Science, Liberal Arts and Communications, and Public Safety. For more information, contact the Counseling & Advising Office at 301.846.2471.

University of Phoenix

University of Phoenix is best known for its online delivery of courses. Students can earn their degree via the Internet. FCC has an articulation agreement with the University of Phoenix that guarantees acceptance of FCC coursework toward completion of the bachelor's degree. For more information, contact the Counseling & Advising Office at 301.846.2471 or visit the University of Phoenix website at www.uophx.edu/maryland.

Tuition & Fees

Tuition rates are subject to change. *The information below shows the current tuition and fee rates for the 2016/2017 academic year. The rates are subject to change and will be posted on the website once they are approved. To view tuition rates, visit www.frederick.edu/tuition.

2017/2018
Credit Tuition and Fees Chart

Credits	In-County	Out-of-County	Out-of-State
1	$147.24	$289.24	$382.24
2	$294.48	$578.48	$764.48
3	$441.72	$867.72	$1,146.72
4	$588.96	$1,156.96	$1,528.96
5	$736.20	$1,446.20	$1,911.20
6	$883.44	$1,735.44	$2,293.44
7	$1,030.68	$2,024.68	$2,675.68
8	$1,177.92	$2,313.92	$3,057.92
9	$1,325.16	$2,603.16	$3,440.16
10	$1,472.40	$2,892.40	$3,822.40
11	$1,616.40	$3,178.40	$4,201.40
12	$1,760.40	$3,464.40	$4,580.40
13	$1,904.40	$3,750.40	$4,959.40
14	$2,048.40	$4,036.40	$5,338.40
15	$2,192.40	$4,322.40	$5,717.40
16	$2,336.40	$4,608.40	$6,096.40

**** Tuition and fees rates are subject to change.***

Amounts include tuition, consolidated service fees ($22.88/credit), and student activity fee ($2.24/credit, 10 credit maximum).

Tuition and fees*

In-County per credit hour $120.00
Out-of-County per credit hour $262.00
Out-of-State per credit hour $355.00

Consolidated Service Fee ($24): Every student taking a credit course will be required to pay a consolidated service fee per credit hour. The consolidated service fee supports costs associated with registration, transcripts, commencement, various instructional and support services, technology costs, capital expenditures including capital improvements, parking, maintenance and repair of College equipment/ systems, and safety and security needs.

Student Activity Fee ($3.24): The Student Activity Fee is a fee charged to all credit students each academic term. The revenue generated goes into a special account administered by the Student Government Association to fund social, recreational, and cultural events, campus clubs and student organizations, authorized student travel and service trips, and annual signature student events such as New Student Convocation, Success Week, Welcome Week, and Wellness Events. The fee is charged on a credit hour basis for up to a maximum of 10 credit hours.

Fees**

Credit by Portfolio
(per credit hour) . . . . . 50% of tuition
Credit by Departmental Exam
(per credit hour) . . . . . 50% of tuition
Applied Music fee (per class) $490
Building Trades $71.40
Culinary Arts *(per class)* $121
Please refer to the specific HOS course. Some courses require a chef uniform and basic knife or pastry set.
FEMA Fee *(per credit hour)* $88
Module Fee (*per module)* $100
Welding $180
Physical Education Fees
Please refer to the specific PE course for fees that may be payable to the site where the class meets.
Surgical Technology Fees
Please refer to the specific ST course for fees that may be required.

*** In special cases, the College may charge additional fees. Some classes may charge additional fees for equipment or materials.*

Students are responsible for the purchase of textbooks and other materials for each class. The average cost is about $150 per course.

In special cases the college may charge additional fees. These fees will be printed in the academic schedule each semester.

Explanation of Student Tuition & Fee Charges

Tuition and fees partially cover the cost of a student's education. While students contribute a substantial amount toward the cost of attendance at FCC through the tuition and fee charges listed above, the majority of funding for a student's education is provided by Frederick County and the State of Maryland.

Tuition

Tuition charges are the primary source of student revenue and partially offset the cost of instruction at FCC. Tuition is charged based on each credit hour. Out-of-county and out-of-state students are charged higher tuition rates per credit hour to offset state and county funding provided.

Special Fees for Recreation, Skiing & Other Courses

The college charges special fees for courses that require significant out-of-classroom experiences which generate additional expenses. The skiing course requires skis and lift tickets. Please refer to the specific PE course for other fees that may be payable directly to the site where the class meets. Some courses may require field trips which may also incur minimal fees.

Continuing Education & Workforce Development (non-credit) Tuition

Continuing Education courses are individually priced. Refer to the current Continuing Education class schedule for tuition and fees for each class.

Out-of-County fee per course $5.00
Out-of-State fee per course $10.00
One-time per term Registration fee. $5.00

Books and Supplies

Students are responsible for getting required texts and/or materials for courses. The average cost per course to purchase books Is about $150.

Book and course material information is available on the Bookstore's website, bookstore.frederick.edu.

Books can be ordered through the Bookstore's website to be shipped to you or held for pick up in the store or can be purchased, or in some cases, rented in the store.

With the student's approval, books and supplies can be charged at the FCC Bookstore against available financial aid. Financial aid awards do not, however, automatically cover the costs of books and supplies.

Schedule of Payments

All tuition charges and fees must be paid by the scheduled due date. Acceptable payment methods include cash, check, money order, credit cards (Discover, Visa, MasterCard, and American Express). FCC also participates in a deferred tuition payment plan for fall and spring semesters.

Checks and money orders should be made payable to Frederick Community College. They should include the student's name and I.D.

Financial Responsibility

Students are individually responsible for payment of tuition, fees and all other charges at FCC. If the college does not receive payment from third parties, students will be billed directly for all charges and are expected to pay.

Stopping payment on checks written to FCC to cover tuition and fees does not relieve students of their responsibility to pay for incurred charges. Students must follow the designated procedure for withdrawing from classes and obtaining tuition refunds. Outstanding financial balances must be paid before future registration is permitted, grades are released, or enrollment certifications, diplomas or transcripts are issued.

Tuition Payment Requirements

Tuition and fees payment deadlines are listed in the schedule of classes. Failure to make a payment by the applicable deadline could result in being dropped from all classes. During peak registration, refunds may be delayed until after the add/drop period. Please ensure that your account is paid in full by the applicable deadlines. View your account online at www.frederick.edu or at the Student Accounts Office. Please note it is the responsibility of the student to drop/change classes and not the responsibility of the college.

Deferred Tuition Payment Plan

The college offers a payment plan to assist students with tuition. The plan is called FACTS, and for a minimal fee, tuition costs will be paid automatically in monthly installments from either a checking account or credit card. Students who enroll early benefit from more installments. Students are required to sign up online at www.frederick.edu. For more information, contact the Student Accounts Office.

FCC's Deferred Tuition Payment Plan is available for some Continuing Education courses. For more information, call 301.846.2456.

Please note the student is responsible to notify the Student Accounts Office if classes are added/dropped causing adjustments. Plan subject to change without notice.

Tuition Sponsorship by a Third Party

Students are responsible for all tuition and fees. If a third party such as, but not limited to, a federal, state, or municipal government agency or employer agrees to pay tuition and fees, students are not relieved of their primary responsibility. In the event that such a party fails to honor its agreement, Frederick Community College reserves the right to bill students directly.

Tuition & Tuition Refund Policy and Procedure

Policy

A. The Board of Trustees shall establish tuition and fee rates for each academic year consistent with State law and supportive of the educational program offered. Tuition is charged based on each credit hour. Out-of-county and out-of-state students are charged higher tuition rates per credit hour.

1. Tuition waivers may be granted in accordance with State law and regulations.

2. The College will develop and publish procedures to provide refunds to students when appropriate.

A. Tuition

1. All past financial obligations must be paid at the time of registration unless other arrangements are made. Students are individually responsible for payment of tuition, fees and all other charges at Frederick Community College. If a third party such as, but not limited to, a federal, State, or municipal governmental agency or employer agrees to pay tuition and fees, students are not relieved of their primary responsibility. In the event that such a party fails to honor its agreement, the College reserves the right to bill students directly.

2. All tuition and fees must be paid by the deadline established in the course schedule each semester except for amounts expected to be covered by financial aid, third party reimbursement, or the College's approved deferred tuition payment plan.

3. Failure to make a payment by the applicable deadline could result in being dropped from all classes. Accounts with a partial payment do not guarantee a seat and may also result in being dropped from all classes. It is the responsibility of the student to drop/change classes and is not the responsibility of the College.

4. Stopping payment on checks written to the College to cover tuition and fees does not relieve students of their responsibility to pay for incurred charges. A check returned for non-sufficient funds will be turned over to a check collection company which will attempt to electronically collect an additional two times. If successful, the student will be charged a fee by the company.

5. Students must follow designated procedures for withdrawing from classes and obtaining tuition refunds. Outstanding financial balances must be paid before future registration is permitted, grades are released, or enrollment certifications, diplomas or transcripts are issued.

6. Non-credit, continuing education courses are individually priced and billed monthly if not paid at time of registration.

7. Payment

   a. Students may pay by credit or debit card.

   Applicable refunds will be made to the credit card within 60 days.

   (1) No credit card payments will be accepted over the phone.

   (2) Web payments can be made at www.frederick.edu.

   b. Students may pay by cash or check. Applicable refunds will be made by check to the student within 60 days.

   c. Students may utilize the deferred payment plan. For a minimal fee, tuition costs will be paid automatically in monthly installments from either a checking account or credit card. The student is responsible to notify the Cashier's Office if classes are added/dropped causing adjustments. The plan is subject to change without notice.

   d. Payment can be made at the cashier's office.

   e. See Schedule of Courses for specific payment information and dates.

8. When payment is not made by established dates, accounts will be processed as outlined below.

   a. Finance will review the accounts placed on hold with appropriate departments to determine the validity of all holds.

   b. The first past due notice will be sent approximately two weeks after the beginning of the semester. A financial obligation indicator is placed on the student's account at the end of 30 days. A second past due notice is sent approximately thirty days later. A third and final notice is sent thirty days after the second notice. The accounts will be forwarded to the Maryland Central Collection Unit (MDCCU) by the end of the semester if payment-in-full has not been received.

c. Once the account balance is paid in full, all collection indicators will be removed. In the event financial aid is later removed from a student account causing a balance to be reinstated, the collection process will begin with a first past due notice.

9. If an account has been sent to the MDCCU, the College will not accept payment on that account. Once proper documentation of payment is provided by the student showing payment in full to MDCCU, registration will be allowed. Proper documentation is web payment confirmation from MDCCU that clearly identifies the account paid in full.

B. Tuition Refund

1. To obtain a refund of tuition and fees upon withdrawal from the College, students must submit a withdrawal form to the Welcome & Registration Center. Refunds will be calculated from the date the withdrawal form is received by the Welcome & Registration Center.

2. Schedule of Refunds

a. Period of Enrollment: Portion of Tuition & Fees

Fall & Spring Semester (15-week session)
Through the first week of the semester.....100%
Through the second week.....50%
After the second week.....No refund

Summer Semester (8-week session)
Through the first week of the semester.....100%
Through the second week.....50%
After the second week.....No refund

Summer Semester (5-week sessions)
Through the first week of the semester.....100%
Through the second week.....50%
After the second week.....No refund

January Semester
Through the first day of class.....100%
Through the third day of class.....50%
After the third day.....No refund

b. The College offers courses of varying length during the fall, spring, and summer terms. The College reserves the right to establish additional refund schedules for terms of variable length. See schedule of classes for additional refund dates.

C. Tuition Refund Appeals

For extenuating circumstances where the student withdraws from a credit class after the normal refund period, the College may grant a partial refund of tuition and fees after the student submits an appeal to the Tuition Refund Committee (TRC). With required documentation, extenuating circumstances have included the following:

- Medical reasons dated and certified by a physician;
- Job transfer dated and certified by the employer;
- Job schedule (shift) change which causes a conflict with the student's class schedule, dated and certified by the employer; or
- Military transfer or deployment dated and certified by documentation (copy of orders) from the military unit.

To be eligible for consideration the student must:

A. Officially withdraw from the class(es).

B. Obtain supportive evidence and documentation to support appeal.

C. Complete and submit the Student Appeal for Tuition Refund Form, along with supportive evidence and documentation to the Welcome Center, on the first floor of Jefferson Hall or electronically to StudentAppeals@frederick.edu.

Students must make the request for a refund prior to the end of the academic year in which they took the class. The academic year starts with the summer term and continues through the spring semester.

Lack of attendance in a class does not absolve a student from the financial obligations and costs associated with that class. Students who are enrolled in a class(es) but who have never attended the class(es) due to extenuating circumstances, will still need to submit a formal request for refund to the Tuition Refund Committee.

D. Tuition Refund Policies for Students Receiving Title IV Funding

1. All students who are awarded Title IV financial aid funds who completely withdraw from classes either officially or unofficially are subject to the Return of Title IV Funds calculation. This calculation will determine if any percentage of Title IV funds must be returned to the appropriate program. The amount of Title IV aid that a student must repay is determined by the federal formula for return of Title IV funds as specified in the Higher Education Act of 1998 (34 CFR 668).

2. The financial aid office is required to determine the last date of attendance and calculate the percentage of the payment period the student attended. This is the percentage of funds that the student has earned. After this percentage of aid earned is determined, the financial aid office will compare the amount earned and the amount disbursed. If the amount that has been earned is greater than the amount disbursed, a late disbursement will be calculated. However, if the amount earned is less than the amount disbursed, this amount will be calculated and the student will be notified.

FCC will refund the unearned Title IV aid back to the appropriate programs as specified by law. The student will be notified of the amount that is required to be returned and the finance office will bill the student for this amount. Funds must be returned to the Title IV programs in the following order:

a. Unsubsidized Federal Stafford Loans

b. Subsidized Federal Stafford Loans

c. Federal PLUS Loans

d. Federal Pell Grants

e. Academic Competitiveness Grant

f. Federal Supplemental Educational Opportunity Grant

g. Iraq/Afghanistan Service Grant

3. Students may obtain a sample copy of the Return of Title IV Funds worksheet with sample calculations from the financial aid office.

E. Continuing Education & Workforce Development Refunds

1. The Continuing Education Department will provide a 100% refund if the student drops the course the business day prior to the first day of class and a 100% refund if the class is canceled by the College. Classes that are one day long must be dropped before the class starts for any type of refund consideration. Refunds may not include the cost of materials/supplies ordered for the course or consumed/retained by the student. Students must officially withdraw from the course by either a) Completing the appropriate form in the Welcome and Registration Center; b) Withdrawing on-line, c) Submitting written notification; or d) Submitting notification by electronic mail.

2. After the course has started, students must submit a written request to the Office of Continuing Education.

3. Upon receipt of the written request, the Associate Vice President of Continuing Education or designee reviews the refund request and solicits feedback from the appropriate Program Manager.

4. For refunds in the amount of $300.00 or less, decisions are made by the Associate Vice President of Continuing Education or designee.

5. Refunds that are over $300.00 and fall within the criteria set-forth in this procedure shall be forwarded to the College refund committee.

6. Refunds are granted based on the following criteria:

a. Missing instruction due to a serious illness, or the serious illness or death of a family member.

b. Missing instruction due to a change in military or work schedule that causes a conflict with the student's class schedule.

c. Missing instruction due to other verified significant emergencies.

7. After classes begin, refunds that fall outside of the established refund criteria shall be governed as follows:

a. For classes lasting two (2) or fewer weeks, a 50% refund may be granted to those students who appropriately withdraw within the first two (2) business days of the first day of class, which days shall include the first day of class.

b. For classes lasting three (3) or more weeks, a 50% refund may be granted to those students who appropriately withdraw within the first five (5) business days of the first day of class, which days shall include the first day of class.

8. Requests pertaining to issues involving classroom instruction are handled through the College's grievance procedure for students.

9. Approved refund requests will be forwarded to the Welcome and Registration Center for processing.

10. If a refund request is disapproved, the Office of Continuing Education will inform the student.

11. Refunds are disbursed through Finance - Administration via Accounts Receivable.

F. Tuition Waivers

Tuition waivers may be granted to certain individuals in accordance with State law and State regulations. Fees other than tuition must be paid by the student.

1. Senior Citizens (any Maryland resident 60 years old or older) According to Maryland law, senior citizens may receive a waiver of course tuition on a space-available basis in most classes.

a. Credit courses: Senior citizens may enroll tuition-free three weeks prior to the start of the semester; specific dates are published in the schedule of classes. Senior citizens are required to pay all fees associated with classes. Those eligible for waivers who agree to pay full tuition and fees may register at any time during the registration period. Refunds will not be granted to seniors paying full tuition who then drop and later add the same course under the tuition-free benefit provision.

b. Non-credit (continuing education) courses: Senior citizens may enroll tuition-free for any non-credit class that is listed as eligible for senior registration in the schedule of classes. This includes only courses that are eligible for state aid, based on Section 16:305, Annotated Code of Maryland. Enrollment may occur at any time within the normal registration cycle. Senior citizens are required to pay all fees associated with classes.

2. Disabled and Retired with Disability

Any resident of the State who is out of the work force by reason of total and permanent disability who enrolls in a class that has at least 10 regularly enrolled students is exempt from payment of tuition as defined in Section 16-106, Education Article, Annotated Code of Maryland.

a. An individual shall obtain certification of his/her total and permanent disability from the Social Security Administration, the Railroad Retirement Board, or in the case of a former federal employee, the Office of Personnel Management.

b. An individual can take up to 12 credits per semester if enrolled in classes as part of a degree or certificate program designed to lead to employment. Individuals not enrolled in a degree or certificate program will be limited to 6 credits per semester.

c. Individuals enrolled in a degree or certificate program must apply for any state or federal student financial aid, other than a student loan, for which the student may qualify. Any student financial aid, other than a student loan, received by the student shall be applied first to pay the individual's tuition. The waiver shall apply to the difference, if any, between the charge for tuition and the financial aid award, not including a student loan that the individual receives.

d. Continuing Education, non-credit courses do not qualify for a tuition waiver.

e. The tuition waiver covers only the course tuition – no course fees, books or supplies are covered by the waiver and must be paid by the individual if not covered by Financial Aid or other sources of assistance.

3. Military Personnel

Notwithstanding any other provisions of this policy, effective April 2004, the following are exempt from paying non-resident tuition:

a. An active duty member of the United States Armed Forces, if the active duty member is stationed in the State, resides in this State, or is domiciled in this State.

b. The spouse or financially-dependent child of an active duty member. A spouse or financially-dependent child of an active duty member who remains continuously enrolled at this institution after the active duty member no longer meets these eligibility provisions.

c. Veterans and their dependents who are eligible for Chapter 33 (Post 9/11 GI Bill) or Chapter 30 (Montgomery GI Bill), and are within the statutory time limits, will be granted in-county tuition only if the following are met:

1. Veteran enrolls within 3 years of discharge after serving 90 days or more on active duty; or

2. Individual using transferred entitlement enrolls within 3 years of the transferor's discharge after serving 90 days or more of active duty; or

3. Surviving Spouses or Children under the Fry Scholarship who enroll within 3 years of an active duty Service member's death in the line of duty after serving 90 days or more; or

4. Individuals who remain continuously enrolled after initially meeting the requirements and are using Chapter 30 or 33.

d. Maryland National Guard

(1) Any member of the Maryland National Guard who is certified by the Maryland Adjutant General to have at least 24 months remaining to serve or has agreed in writing to serve for a minimum of 24 months is entitled to a waiver of 50% of the in-county tuition charged for classes offered by the College, regardless of class size, location and number of semester hours the student is taking. Eligible students shall be charged in-county, in-State rates, regardless of their place of resident. The waiver does not apply to fees. Students must present a letter from the Maryland National Guard proving membership and length of service remaining.

(2) Members of the Maryland National Guard who joined or subsequently served to provide a Critical Military Occupational Skill or who serve as a member of the Air Force Critical Specialty Code are charged in-county tuition regardless of their place of residence. (Maryland SB373)

4. Health Manpower Shortage

The Maryland Higher Education Commission designates certain Maryland public community college programs as Health Manpower Shortage Programs. Students who are Maryland residents may attend a designated Health Manpower Shortage Program at any Maryland public community college in the State at in-county tuition and fees regardless of their county of residence based upon funding.

5. Mid-Maryland Healthcare Consortium

Frederick, Carroll and Howard counties formed the Mid-Maryland Allied Healthcare Education consortium. The consortium allows residents of all three counties to enroll in selected healthcare programs at any of the colleges at in-county rates.

6. Employees of Frederick County Business and Industry

Employees of businesses that operate within Frederick County are eligible for in-county tuition, regardless of their legal domicile. The employee must provide verification of current employment from the Human Resources Office of the Frederick County business. Out-of-state students who receive the tuition waiver may not be included as an in-State resident for computation of State aid.

7. Statewide Instructional Programs

Certain programs offered at community colleges throughout Maryland are designated by the Maryland Higher Education as statewide. Maryland residents may enroll in these specialized programs and receive all or a portion of the difference in tuition between the in-county and out-of-county tuition costs if a similar program does not exist in their county of residence.

8. Tuition Waiver for Foster Care Recipients

Individuals who meet the following criteria are eligible to apply for the State of Maryland Tuition Waiver for Foster Care Recipients.

a. To be eligible for the waiver, the individual must:

(1) Complete and file a Free Application for Federal Student Aid (FAFSA) between January 1 and March 1 each year for which they are seeking a tuition waiver.

(2) Have resided in an out-of-home placement in Maryland at the time of high school graduation or successful completion of a GED; or have resided in an out-of-home placement on their 13th birthday and then be adopted after their 13th birthday.

(3) Provide confirmation by the Maryland State Department of Human Resources that the individual is eligible to receive this waiver.

(4) Enroll as degree-seeking before age 25.

b. Only the portion of the tuition and fees not covered by grants or scholarships will be waived, based upon confirmation of the Financial Aid Office.

9. Undocumented Students

Some non-U.S. citizens who attended at least 3 years of high school in Maryland may receive in-county tuition.

a. To be eligible for in-county tuition, the individual must:

(1) Attend a public or nonpublic high school in Maryland for at least 3 academic years not earlier than the 2005-2006 school year;

(2) Graduate from a public or nonpublic high school in Maryland or receive the equivalent of a high school diploma from the State not earlier than the 2007-2008 school year;

(3) Register within four years after graduating from a public or nonpublic secondary school in the State or receive the equivalent of a high school diploma in the State;

(4) Provide documentation that he/she, or his/her parent or legal guardian has filed a Maryland income tax return:

(a) annually for the 3 years that coincide with his/her attendance at a public or nonpublic secondary school in the State (home schooled students are subject to this requirement in the same manner);

(b) annually each year between secondary school attendance and enrolling at the college, and

(c) annually while attending a community college;

(5) Provide an affidavit stating that he/she will file an application to become a permanent resident within 30 days after he/she becomes eligible to do so;

(6) Provide proof that he/she has registered with the selective service system.

(This currently applies to all males 18–25. Proof of selective service registration can be obtained by filing with the Post Office and returning a receipt to the college that shows proof of registration or by providing a selective service card).

Please refer to the website for the most up to date policies and procedures.

Residency Policy and Procedures

I. Philosophy and Purpose

The determination of residency or domicile for tuition purposes is governed by the Frederick Community College Board of Trustees in accordance with Maryland State law. For the purpose of establishing differential tuition, the following procedure applies to both full and part-time students.

A student's legal residence is determined at the time he/she applies to the College. The burden of proof of residency is to be upon the student, and he/she will be required to certify by signature to the accuracy of the information provided on the College application.

Students will be considered in-county, out-of-county, or out-of-state for tuition calculation. Students whose legal residence is outside the county or the State of Maryland pay a higher tuition rate than those whose legal residence is within the county, unless they are eligible for a waiver or reduction in tuition. (See related Tuition and Fees Policy and Procedures.)

II. Definitions for the Purpose of this Policy and Procedures

A. **"Domicile"** means the permanent place of abode, where physical presence and possessions are maintained with the intention of remaining indefinitely; or the permanent place of abode of any person or persons contributing more than ½ of the student's financial support during the most recently completed year. Only one domicile may be maintained by a student.

B. **"Maryland resident"** means an individual who has maintained a domicile in Maryland for at least three (3) months before becoming an enrolled student.

C. **"Enrolled student"** means an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes who has either paid or made arrangement for payment of tuition and/or fees, and whose participation in a class has been verified.

D. In-County:

1. **"Non-dependent Maryland resident students"** are considered to be in-county residents if, at the time of their application, they are domiciled in Frederick County for three (3) consecutive months prior to application.

2. **"Dependent Maryland resident students"** are defined as an unmarried individual claimed by parent(s) or guardian(s) as an income tax exemption in the previous taxable year and are considered to be "in-county" residents if, at the time of their application, their parent(s) or guardian(s) are domiciled in Frederick County for three (3) consecutive months prior to application.

E. Out-of-County:

1. **"Non-dependent Maryland resident students"** are considered to be out-of-county residents in the State of Maryland if, at the time of their application, they are domiciled in another county in the State of Maryland, or if they have lived in Frederick County less than three months.

2. **"Dependent Maryland resident students"** are considered to be out-of-county residents in the State of Maryland if, at the time of their application, their parent(s) or guardian(s) are domiciled in another county in the State of Maryland, or if they have lived in Frederick County less than three months.

F. Out-of-State:

1. **"Non-dependent students"** are considered to be residents of another state if, at the time of their application, they are domiciled outside of the State of Maryland, or if they have lived in Frederick County less than three months.

2. **"Dependent students"** are considered to be residents of another state if, at the time of their application, their parent(s) or guardian(s) are domiciled outside of the State of Maryland, or if they have lived in Frederick County less than three months.

E. **Out-of-County:**

1. **"Non-dependent Maryland resident students"** are considered to be out-of-county residents in the State of Maryland if, at the time of their application, they are domiciled in another county in the State of Maryland, or if they have lived in Frederick County less than three months.
2. **"Dependent Maryland resident students"** are considered to be out-of-county residents in the State of Maryland if, at the time of their application, their parent(s) or guardian(s) are domiciled in another county in the State of Maryland, or if they have lived in Frederick County less than three months.

F. **Out-of-State:**

1. **"Non-dependent students"** are considered to be residents of another state if, at the time of their application, they are domiciled outside of the State of Maryland, or if they have lived in Frederick County less than three months.
2. **"Dependent students"** are considered to be residents of another state if, at the time of their application, their parent(s) or guardian(s) are domiciled outside of the State of Maryland, or if they have lived in Frederick County less than three months.

G. **Military personnel and their dependents:**

1. Who are stationed, living, or domiciled in Maryland, and their spouses and dependents, who are entering the College for the first time, are considered residents of Frederick County. If the armed services member moves out of the state, the dependents and spouse may maintain in-county residence as long as they stay continuously enrolled in courses at the College.
2. Who have relocated to Maryland as a result of the Base Realignment and Closure process (BRAC), will be granted a waiver of the three (3) months residency requirement. The employee or his/her dependent must present a letter from an employer on company letterhead, confirming that their relocation to Maryland and/or Frederick County was a result of the BRAC process. For purposes of tuition rates, eligible employees and dependents will be treated as in-county residents if they locate in Frederick County; they will be treated as out-of-county but in-state residents if they locate outside of Frederick County but within Maryland.

H. **Veterans and their dependents**

1. Veterans and their dependents using the Post-9/11 G.I. Bill, Montgomery G.I. Bill or the Marine Gunnery Sergeant John David Fry Scholarship shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes.
   a. A Veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill – Active Duty Program) or Chapter 33 (Post-9/11 G.I. Bill), of title 38, United States Code, and enrolls in the College within three years of discharge or release from a period of active duty service of 90 days or more will be granted in-county tuition (regardless of his/her formal State of residence).
   b. A dependent using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) and enrolls in the College within three of the transferor's discharge or release from a period of active duty service of 90 days or more will be granted in-county tuition (regardless of his/her formal State of residence).
   c. Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the College. The person so described must have enrolled in the College prior to the expiration of the three year period following discharge or release as described above and must be using educational benefits under either Chapter 30 or Chapter 33, of title 38, United States Code.
   d. A dependent using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311 (b)(9)) will be granted in-county tuition (regardless of his/her formal State of residence).
   e. A dependent using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) while the transferor is a member of the uniformed service who is serving on active duty will be granted in-county tuition (regardless of his/her formal State of residence).
2. Veterans and their dependents (not using Chapter 30 or Chapter 33 benefits or the Marine Gunnery Sergeant John David Fry Scholarship) who are stationed, living, or domiciled in Maryland who are entering the College for the first time, are considered residents of Frederick County. If the veteran moves out of the state, the dependents and spouse may maintain in-county residence as long as they stay continuously enrolled in courses at the College.

III. International and Foreign National Students

A. A foreign national lawfully eligible for study in the United States may be considered a resident for tuition purposes if he/she meets the domicile requirements stated in this procedure. A foreign national lawfully admitted to the United States on a visa type with a corresponding "date-certain" authorized stay may not be considered a resident for tuition purposes. A foreign national lawfully eligible for study in the United States on certain visa types with an indeterminate authorized stay may be considered as a Maryland resident for tuition purposes, if the domicile requirements of this procedure have been satisfied.

B. The following visa status types determine residency as indicated:

Visa		
A	Diplomats, family, staff	In-County
B	Temporary visitor	See (c) below
C	Aliens in transit	Out-of-State
E	Treaty trader-Taiwan only	In-County
F	Student and dependents	Out-of-State
G	Representative of a world organization	In-County
H1 or H4	Temporary worker and dependents	In-County
H2 or H3	Other specialty workers	Out-of-State
I	Foreign media/journalist	In-County
J	Exchange visitor, Au pair, scholar	Out-of-State
K	Fiancé of U.S. citizen/Frederick County resident	In-County
L	Intra-company transferee	In-County
M	Foreign vocational student, dependents	Out-of-State
R	Religious worker	In-County
TN	Professionals under NAFTA agreement	Out-of-state
V	Spouse or child of permanent resident	In-County
Permanent Resident; Green Card; Refugee, Asylee		In-County

C. Individuals in "B Temporary Visitor Status" are not allowed to engage in a course of study leading to a degree or academic certificate. In certain cases, B visa holders can participate in courses which are recreational and do not lead to a degree. Out-of-state tuition rates will apply.

D. Students who are in the category of "Deferred Action Childhood Arrivals" (DACA), or "Temporary Protected Status" (TPS) are eligible to establish in-state/in-county residency for tuition purposes.

E. In-county residency status for eligible "International/Foreign National Students" must meet the same three (3) months requirements and proof of residency documents as all other students.

F. An individual's immigration status may not preclude award of MD residency under this policy if the individual has the legal capacity to establish domicile in Maryland.

IV. Dream Act

A. Students who have met the eligibility requirements outlined in the Maryland Dream Act will be granted the opportunity to receive in-county tuition. The student must present an affidavit to the Admissions Office stating that he/she will file an application to become a permanent resident within 30 days of becoming eligible to do so.

B. Students who live in Frederick County or in Maryland, and qualify for in-county or in-state tuition, as outlined by the Maryland Dream Act, will remain undocumented immigrants. U.S. residency status is processed, determined and completed by the U.S. government.

V. Proof of Residency

In accordance with Maryland State and Federal Law, any of the following factors will be considered to be proof of legal residency:

A. Substantially uninterrupted physical presence, including the months when the student is not in attendance at the college, as evidenced by ownership or rental of living quarters in which the student resides. (12-month lease or mortgage)

B. Payment of Maryland state and local income taxes. (MD 502 Tax Form)

C. Registration to vote in Frederick County and/or the state. (Voters Registration Card)

D. Registration of a motor vehicle in the state, with a local address specified, if the person owns such a vehicle. (Motor Vehicle Registration Card)

E. Possession of a valid Maryland driver's license, with a local address specified, if the person is licensed anywhere to drive a motor vehicle, or a valid Maryland MVA-issued ID. (Driver's license or MVA issued ID card)

F. Active duty military personnel, honorably discharged veterans, spouses and dependents who reside, are stationed, or domiciled in Maryland are exempt from the 3-month requirement and are considered in-county once proof is shown. (Military orders, letter from Education Officer, DD214 and any of the residency factors listed above).

VI. Reclassification of Residency

A. Students requesting reduced tuition rate based on a change in residency must submit proof of actual address change as defined in Section V to the Admissions Office and complete the "Change of Address" form available either online at www.frederick.edu or in the Admissions Office in Jefferson Hall, Suite 101. The proof of residency and "Change of Address" form must be submitted in one of the following ways:

1. in-person to the Admissions Office in Jefferson Hall, Room 101,
2. online through personal "myfcc" email account to admissions@frederick.edu
3. by fax (240-629-7896), or
4. via U.S. postal mail.

B. Request for change in residency classification must be submitted prior to the "last day to add" for the first session for which the student is enrolled in order to be changed for that session. Residency is not retroactive. A student who changes his/her residency during a semester and provides proof after the "last day to add" will have their residency adjusted for the following semester.

C. In order to comply with USPS regulations regarding bulk and pre-sort mailings, the College verifies current addresses of students with the National Change of Address (NCOA) listing every 90 days. If there has been a change of address, the student will be notified by email and tuition will be adjusted for the following semester as follows:

1. A student moving to a higher tuition rate based on their residency will have their residency automatically changed to reflect their new residency status.
2. A student moving to a lower tuition rate based on their residency will bear the burden of proof of the new residency status.

The College's official version of the Residency Policy & Procedures is on its website (www.frederick.edu) and may be revised annually.

In-county Tuition Rate for Employees of Frederick County Business & Industry

FCC offers an agreement that allows employees of Frederick County businesses to take classes at in-county tuition rates. For details, please call the Student Accounts Office at 301.846.2456.

Health Manpower Shortage Programs

The Maryland Higher Education Commission designates certain Maryland public community college programs as Health Manpower Shortage Programs. Students who are Maryland residents may attend a designated Health Manpower Shortage Program at any Maryland public community college in the State at in-county tuition and fees regardless of their county of residence based upon funding.

Students must self identify each term at the Student Accounts Office in order to obtain the in-county tuition rate.

** Programs subject to change without notice. Programs may be pulled from or added to the list as directed by MHEC at any time.*

Allegany College of Maryland

Certificates

- Basic Medical Transcription
- In-Home Nursing Assistant
- Medical Coding
- Medical Lab Technology-Biotechnology
- Nursing Assistant/Geriatric Aide
- Phlebotomy/EKG Technician
- Practical Nursing
- Pharmacy Technician

Associates

- Dental Hygiene
- Human Services
- Medical Assistant
- Medical Laboratory Tech
- Nursing (RN)
- Occupational Therapy Assistant
- Physical Therapy Assistant
- Radiologic Technology
- Respiratory Therapist
- Therapeutic Massage

Anne Arundel Community College

Certificates

- EMT/Intermediate
- EMT/Paramedic
- Human Services
- Practical Nursing
- Medical Assisting
- Medical Coding
- Pharmacy Technician
- Physician Assistant
- Therapeutic Massage

Associates

- EMT/Paramedic
- Human Services
- Medical Assisting
- Medical Laboratory Technician
- Nursing (RN)
- Physical Therapy Assistant
- Radiologic Technology
- Therapeutic Massage

Baltimore City Community College

Certificates

- Coding Specialist (Medical)
- EMT/Basic
- EMT/Intermediate
- EMT/Paramedic

- Practical Nursing

Associates

- Dental Hygiene
- Emergency Medical Service
- Health Information Technology
- Nursing (RN)
- Physical Therapist Assistant
- Respiratory Care

Carroll Community College

Certificates

- Advanced Certificate in Health Information Technology
- Core Certificate in Health Information Technology
- Licensed Practical Nursing

Associates

- Health Information Technology
- Nursing (RN)
- Physical Therapist Assistant

Cecil Community College

Certificates

- Emergency Medical Tech-Paramedic
- Licensed Practical Nurse

Associates

- EMT-Paramedic
- Nursing (RN)
- Physical Therapist Assistant

Chesapeake College

Certificates

- Emergency Medical Services
- EMT-Paramedic
- Licensed Practical Nursing
- Surgical Technology

Associates

- Emergency Medical Services
- Human Services
- Nursing (RN)
- Physical Therapist Assistant
- Radiologic Sciences

College of Southern Maryland

Certificates

- Emergency Medical Services
- EMT-Paramedic
- Human Services
- Human Services: Mental Health Technician
- Practical Nursing
- Medical Assisting
- Medical Coding Specialist

Associates

- Emergency Medical Services
- Human Services
- Massage Therapy
- Medical Laboratory Technician
- Nursing (RN)
- Physical Therapy Assistant

Community College of Baltimore County

Certificates

- Chemical Dependency Counseling
- Emergency Medical Tech
- Mental Health
- Occupational Safety & Health Technology
- Physician Assistant
- Practical Nursing

Associates

- Chemical Dependency Counseling
- Dental Hygiene
- Emergency Medical Tech
- Health Informatics & Information Technology
- Medical Laboratory Technology
- Medical Office Assistant
- Mental Health
- Nursing (RN)
- Occupational Safety & Health Technology
- Occupational Therapy Assistant
- Radiography
- Radiation Therapy
- Respiratory Care Therapy
- Veterinary Tech

Frederick Community College

Certificates

- Medical Assistant
- Nuclear Medicine Technology

Associates

- Nuclear Medicine Technology
- Nursing
- Respiratory Care

Hagerstown Community College

Certificates

- EMT/Paramedic
- Medical Assistant
- Medical Coding & Reimbursement Specialist
- Medical Transcription
- Paramedic Emergency Services: EMT-I to EMT-P Bridge
- Practical Nursing

Associates

- Medical Assistant
- Nursing (RN)
- Paramedic Emergency Services
- Radiography

Harford Community College

Certificates

- Medical Assisting
- Practical Nursing

Associates

- Electroneurodiagnostic Tech
- Medical Assisting
- Nursing (RN)
- Science Lab Tech

Howard Community College

Certificates

- Advanced Cardiovascular Imaging & Intervention
- Biomedical Eng
- Cardiovascular Tech
- EMT/Paramedic
- Licensed Practical Nursing
- Photonics Technology

Associates

- Biomedical Eng
- Cardiovascular Tech
- EMT/Paramedic
- Nursing (RN)
- Photonics Technology
- Radiologic Technology

Montgomery College

Certificates

- Diagnostic Medical Sonography
- Polysomnography Technology
- Surgical Technology

Associates

- Diagnostic Medical Sonography
- Health Information Management
- Mental Health Associate
- Nursing (RN)
- Physical Therapy Assistant
- Radiologic Technology
- Surgical Technologist

Prince George's Community College

Certificates

- Emergency Medical Technician-Intermediate
- EMT-Paramedic
- Health Information Technology
- Nuclear Medicine Tech
- Nursing (LPN)

Associates

- EMT/Paramedic
- Health Information Management
- Nuclear Medicine Tech
- Nursing (RN)
- Radiography (X-Ray) Technologist
- Respiratory Therapy

Wor-Wic Community College

Certificates

- Emergency Medical Services
- Practical Nursing

Associates

- Emergency Medical Services
- Nursing (RN)
- Radiologic Technologist

Maryland National Guard

a. Any member of the Maryland National Guard who is certified by the Maryland Adjunct General to have at least 24 months remaining to serve or has agreed in writing to serve for a minimum of 24 months is entitled to a waiver of 50% of the tuition charged for classes offered by the college, regardless of class size, location, and number of semester hours the student is taking. Eligible students shall be charged in-county, in-state rates, regardless of their place of resident. The waiver does not apply to fees. Students must present a letter from the Maryland National Guard proving membership and length of service remaining.

b. Members of the Maryland National Guard who joined or subsequently served to provide a critical military occupational skill or who serve as a member of the Air Force Critical Specialty Code are charged in-county tuition regardless of their place of residence. (Maryland SB 373)

Military Personnel

Notwithstanding any other provisions of this policy, effective April 2004, the following are exempt from paying non-resident (out-of-county or out-of-state) tuition:

a. An active duty member of the United States Armed Forces, if the active duty member is stationed in the State, resides in this State, or is domiciled in this State.

b. A spouse or financially-dependent child of an active duty member who remains continuously enrolled at this institution after the active duty member no longer meets these eligibility provisions.

c. An honorably-discharged veteran of the United States Armed Forces, if the veteran provides documentation within 1 year after the veteran's discharge that he/she attended a public or private secondary school in this State for at least three years and graduated from a public or private secondary school in this State and received the equivalent of a high school diploma in this State.

Mid-Maryland Healthcare Consortium

For details regarding this waiver, refer to the information under Transfer Agreements on page 21.

Tuition Waiver for Persons 60 Years Old and Above

According to Maryland law, senior citizens may receive a waiver of course tuition on a space-available basis in most classes.

a. Credit courses: Senior citizens may enroll tuition-free three weeks prior to the start of the semester; specific dates are published in the schedule of classes. Senior citizens are required to pay all fees associated with classes. Those eligible for waivers who agree to pay full tuition and fees may register at any time during the registration period. Refunds will not be granted to seniors paying full tuition who then drop and later add the same course under the tuition-free benefit provision.

b. Non-credit (continuing education) courses: Senior citizens may enroll tuition free for any non-credit class that is listed as eligible for senior registration in the schedule of classes. This includes only courses that are eligible for state aid, based on Section 16:305, Annotated Code of Maryland. Enrollment may occur at any time within the normal registration cycle. Senior citizens are required to pay all fees associated with classes.

Statewide Instructional Programs

Certain programs offered at community colleges throughout Maryland are designated by the Maryland Higher Education as statewide. Maryland residents may enroll in these specialized programs and receive all or a portion of the difference in tuition between the in-county and out-of-county tuition costs if a similar program does not exist in their county of residence.

Students interested in these programs should contact the appropriate college directly.

Colleges may delete programs from the statewide designation at their discretion.

Programs subject to change without notice.

Allegany College Of Maryland
Certificates
- Automotive Tech
- Professional Golf Management
- Tree Care Technology

Associates
- Automotive Tech
- Culinary Arts
- Forest Tech
- Hospitality Management

Anne Arundel Community College
Certificates
- Alternative & Sustainable Energy Systems
- Hotel/Restaurant Management
- Intelligence Analytics
- Paralegal Studies
- Special Education Support
- Transportation, Logistics & Cargo Security

Associates
- Homeland Security Management
- Hotel/Restaurant Management
- Paralegal Studies

Cecil College
Certificates
- Government Contracting
- Transport & Logistics-Commercial Transportation
- Transport & Logistics-Government Logistics
- Transport & Logistics-Materials Management
- Visual Communications

Associates
- Government Contracting
- Supply Chain Management
- Transport & Logistics-Government Logistics
- Visual Communications

College Of Southern Maryland
Certificates
- Commercial Vehicle Operator
- Security Management

Associates
- Nuclear Engineering Technology: Electrical
- Nuclear Engineering Technology: Instrument & Control
- Nuclear Engineering Technology: Mechanical

Community College Of Baltimore County
Certificates
- Advanced Geospatial Applications
- Air Traffic Control
- Auto Air Conditioning/Heating Specialist
- Automotive Brake & Suspension Specialist
- Automotive Drive Train Specialist
- Auto Electrical & Electronic Specialist
- Automotive Engine Specialist
- Automotive Master Technician
- Automotive Service Attendant
- Auto Technology
- Aviation Management
- Child And Youth Care Practitioner
- Construction Craft Professional
- Construction Management
- Flight Attendant
- Flight Training
- Greenhouse Production
- International Tourism
- Interpreter Preparation
- Introduction To Geospatial Applications
- Labor Studies
- Landscape Design and Installation
- Mortuary Science
- Printing Management Tech
- Tourism Diversity
- Tourism Sales And Marketing
- Travel Management
- Turf and Landscape Maintenance

Associates
- Automotive Technology
- Automotive Technology-Collision Repair
- Aviation Management
- Construction Craft Professional
- Construction Management
- Geospatial Applications
- Interpreter Preparation
- Mortuary Science
- Recreation, Parks and Tourism
- Survey Technology
- Sustainable Horticulture

Frederick Community College
Associates
- Emergency Management

Garrett College
Certificates
- Juvenile Justice
- Natural Resources and Wildlife Tech

Associates
- Adventure Sports Management
- Juvenile Justice
- Natural Resources and Wildlife Tech

Hagerstown Community College
Certificates
- Altern. Energy Tech: Geotherm Energy Install/ Srvce
- Altern. Energy Tech: Solar/Wind Energy Install/ Srvce
- Facilities Maintenance Technology
- Industrial Technology

Associates
- Alternative Energy Technology
- Digital Instrumentation & Process Control
- Industrial Technology

Harford Community College
Associates
- High Performance Manufacturing
- Technical/Professional Studies

Montgomery College-All Campuses
Certificates
- Fire & Arson Investigation Certificate
- Fire Prevention Technology
- Fire Protection Technology
- Technical Writing

Associates
- Fire & Emergency Services Management
- Fire Prevention Technology
- Fire Protection Technology
- Graphic Design (AFA)
- Studio Art (AFA)

Prince George's Community College
Certificates
- Theatre & Entertainment

Wor-Wic Community College
Certificates
- Criminal Justice
- Hotel-Motel-Restaurant Management

Associates
- Criminal Justice
- Hotel-Motel-Restaurant Management

Financial Aid

Frederick Community College works to ensure that all students have equal access to financial assistance that will help them attend college. FCC participates in a wide range of federal, state and local financial aid programs that includes grants, loans, employment, and scholarships (see chart, page 38).

Eligibility Criteria

Financial Need–Financial need is the difference between educational expenses at FCC and the amount expected from students and/or their families. The college uses the FAFSA to determine the amount of financial need.

Citizenship–Students must be United States citizens, nationals, or permanent residents of the United States.

Academic Program–Students must be enrolled in or accepted for enrollment in a state-approved degree or certificate program. For most types of financial aid, students must enroll in and attend at least six credit hours or more per semester. Some financial aid awards have different minimum enrollments. Some students with exceptional financial need who are enrolled in less than six credit hours may receive Pell Grants.

Enrollment Status–Awards are adjusted for full-time (at least 12 credit hours), three-quarter-time (9-11 credit hours) or half-time (6-8 hours) enrollment after the refund period. Students may receive financial aid for developmental classes and these courses will be considered in determining a student's enrollment status. (See the academic schedule for the credit hour equivalent assigned to developmental classes.)

High School Diploma/GED–Effective July 1, 2012, federal financial aid applicants must have a high school diploma or GED, or have completed an approved home school program.

How to Apply for Financial Aid

Complete the Free Application for Federal Student Aid (FAFSA) each year that you plan to attend college. This form is completed online at www.fafsa.gov. The school code for Frederick Community College is 002071 and must be listed on the FAFSA to process student applicant data.

Reapplying: Students must reapply each academic year to continue receiving financial aid. Each year's information is based on the previous year's federal tax returns.

Verification

Some students are selected to provide verification documentation of information submitted on the FAFSA. Students whose applications are selected for verification must provide copies of requested information in order for financial aid to be awarded.

When to Apply/Reapply

The deadline to apply for Maryland State Scholarships is March 1. A student must complete the FAFSA form prior to March 1 to be eligible for State Scholarships. Students who miss this priority deadline should still file a FAFSA as soon as possible after March 1, but they may only be considered for federal and institutional aid. To have your financial aid application processed prior to the tuition bill due date students must complete the FAFSA and submit all requested documentation to the FCC financial aid office at least 30 days prior to payment due date.

Applications submitted after these dates will be processed as quickly as possible, but financial aid awards may not be processed in time for the payment due date.

Transfer Students

Mid-year transfer students planning to attend FCC in the spring semester who received a Pell Grant in the fall semester must add Frederick Community College on their FAFSA. Check with the financial aid office to find out what additional documents are required.

Transfer students who have a Direct Student Loan at another college in the fall semester and plan to attend FCC the following spring semester must cancel the loan at the prior college and reapply through FCC. Official academic transcripts should also be sent to FCC for credit evaluation from any previously attended institutions.

Recipients of a Maryland State Scholarship should check with the Maryland State Scholarship Administration to see if that award can be transferred to FCC and, if so, to calculate the amount of the award.

Students should have prior coursework evaluated for possible transfer credit.

Financial Aid Eligibility:
Satisfactory Academic Progress

Federal regulations require that students make satisfactory progress toward completion of a degree or certificate to receive financial aid. Students must attend their classes, complete all classes in which they enroll, and obtain passing grades (usually a 'C' or better). Students must successfully complete a minimum percentage of credit hours each semester. Withdrawing from a class after the semester has begun can affect current financial aid and future eligibility. A description of satisfactory progress requirements is available in the financial aid office. Students must meet the following completion rate and minimum grade point averages (all coursework on the transcript is included, not just the semester(s) financial aid is received

Total Credits Attempted	Minimum Cumulative GPA	Completion Rate (of total attempted)
0-24	2.000	50%
25-45	2.000	60%
46 & above	2.000	70%

Financial aid recipients are required to attend classes on a regular basis. Failure to attend classes can result in a reduction or cancellation of financial aid awards. Financial aid is canceled for classes a student is enrolled in but never attends. A student cannot receive financial aid for courses that are audited or courses that are repeated more than once for a higher grade.

Typical Expenses used to Determine Financial Need

The following estimated budgets are used when calculating the need of average full-time in-county students (13 credits per semester) for the full academic year. Budgets for other categories of students can be obtained from the financial aid office.

2015–2016	Living at Home	Living Away from Home
Estimated Tuition & Fees	$3,632	$3,632
Books & Supplies	1,200	1,200
Room & Board	4,050	8,100
Transportation	1,800	1,800
Personal	1,000	1,000
Total	$11,682	$15,732

Financial Aid Appeals Process

Students who feel that their financial aid application was not given proper consideration or who have been suspended from financial aid eligibility due to lack of satisfactory academic progress may appeal the decision. The appeal form must be submitted to the financial aid director. All appeals are reviewed by a financial aid committee.

Veterans Services

The Frederick Community College Veteran Services office offers academic and support services for Veterans enrolling into classes at FCC. We strive to provide a respectful and inclusive link for our returning veterans to become successful in civilian and college life. Our focus is on wellness and helping guide veterans to adapt the skills they developed from military training and combat experience to the classroom. We provide a "One-Stop-Shop" where veterans and families can get all needed information and assistance in one place.

Department Overview

Frederick Community College (FCC) is approved by the Maryland Higher Education Commission (MHEC) for the training of eligible veterans, their dependents, and active duty personnel. FCC may certify enrollment to the United States Department of Veterans Affairs (VA) for approved programs of study. All veterans except for Chapter 31 and Post 9/11 Chapter 33 are responsible for paying tuition and fees by specified deadlines.

If you are unsure which type of VA education benefit you qualify for, you may contact the VA Call Center by phone at 1.888.442.4551 or visit the VA website at www.gibill.va.gov. You will need to provide your social security number (or that of your sponsor, if applying for benefits under a parent or spouse) when you make the call.

If you have a question about Go Army Ed/Tuition Assistance, National Guard Waiver, or MyCAA, please contact the Welcome Center at 301.846.2431 for the appropriate procedure.

Applying for Veterans Education Benefits

To apply for education benefits at FCC, students must first apply for admission to FCC, choose an approved program, and complete the Veterans Online Application (VONAPP). If students attended any other institution prior to FCC, they should review the Transfer Student requirements (below).

The student should then schedule an appointment with a Veteran Services advisor by calling 301.624.2836 or by stopping by A109.

The VA will only pay for courses required by the student's current approved program of study. Please refer to the college catalog for courses required under each program. If the student enrolls in non-approved courses, he/she is responsible for payment of the tuition and fees on their own.

- The VA does not currently pay for any continuing education courses or Federal Emergency Management (FEM) courses at FCC.
- The VA also does not pay for audited courses.
- The VA does pay for a repeated course IF the student received an unsuccessful grade on the previous attempt and the repeat is required for graduation from FCC.
- The VA does pay for courses designated as remedial, online, practicum, clinical, independent study, and internship/externship.

If a student ceases attendance in a course, does not officially withdraw and receives a failing grade, the student may be required to repay some or all of the education benefits that he/she received for that course.

The U.S. Department of Veterans Affairs requires that students who receive VA educational benefits must meet the standards of satisfactory progress as defined by the college. Students who fail to make satisfactory academic progress may lose their approval to receive VA educational benefits.

A student who must withdraw due to mitigating circumstances should contact the FCC VA Certifying Official immediately. The student shall be responsible for any charges that the VA does not cover.

Students receiving education benefits through Chapter 30, 1606 or 1607 will not receive their monthly payment until they have certified their enrollment via Web Automated Verification of Enrollment (WAVE). This must be done monthly.

Transfer Students

Students who have attended other institutions of higher education prior to attending FCC must complete the following steps.

- Apply for admission to FCC.
- Choose an approved program of study.
- Have official copies of all prior college transcripts submitted to the Welcome Center for evaluation.
- Schedule an appointment with a Veteran Services advisor by calling 301.624.2836 or stopping by A109.
- Complete the VA Student Questionnaire.
- Completed VA Form 22-1995 or VA Form 22-5495.
- Register for classes.

Guest Students

Students who are attending FCC as their host institution to obtain credit for a degree program at their primary institution must complete the following steps.

- Apply for admission to FCC.
- Complete the Guest Student Declaration of Intent.
- Schedule an appointment with a Veteran Services advisor by calling 301.624.2836 or stopping by A109.

Evaluation of Military Credit

All veterans must have their official military transcripts submitted to the Welcome Center for evaluation of transferable credit. FCC will accept up to 45 credits in military and other transfer credit toward an FCC program of study. Links to the branches of service transcript request procedures can be found at www.frederick.edu/veterans.

Education Benefit Chapters

- Chapter 30 – Montgomery GI Bill (Active Duty)
- Chapter 31 – Vocational Rehabilitation
- Chapter 32 – Veterans Educational Assistance Program (VEAP)
- Chapter 33 – Post 9/11 GI Bill
- Chapter 35 – Survivors' and Dependents' Educational Assistance Program (DEA)
- Chapter 1606 – Montgomery GI Bill (Selected Reserve)
- Chapter 1607 – Reserve Educational Assistance Program (REAP)

Scholarships

The Frederick Community College Foundation, Inc. sponsors a number of need- and merit-based scholarships. To apply for the FCC Foundation Scholarships, complete an application online at www.frederick.edu/scholarships. Please check for the deadlines online at www.frederick.edu. For applications or information on additional scholarships, call 301.846.2480 or visit the financial aid office.

A limited number of scholarships are available for Continuing Education students pursuing specific courses of study, see page 150.

Special Scholarships for 2015 High School Graduates:

Frederick Singles Scholarship
This scholarship is awarded to one Frederick County high school senior who is the child of a single parent. Eligibility is based on financial need and academic achievement. Recipients must attend FCC immediately following their graduation from high school. The amount of the award varies. This is a nonrenewable, two-semester award. Nominations must be made by high school guidance counselors to the FCC scholarship committee no later than April 15.

Ambassador Scholarship
Each year approximately 25 Frederick County high school seniors are awarded the FCC Ambassador Scholarship for maintaining a 3.5 grade point average through grades 9-12. It is awarded to students who attend the fall term following their graduation from high school.

Full-time students receive $350 per semester renewable for up to three additional semesters at variable amounts, depending on maintenance of at least a 3.0 grade point average and participation in the Ambassador Program.

Application Procedures:

- Complete a form and return it to the Admissions Office at Frederick Community College.
- Request the guidance office to send a copy of your current transcript to the Admissions Office.
- Request the guidance office to send a copy of your final high school transcript if the first submission did not include your last semester's grades.

Conditions:

- Qualifying students must be graduates of a Frederick County high school or home school graduate and must enroll at FCC the fall semester following their June graduation.
- Scholarships will be awarded to qualified students based upon date of receipt of transcripts and completed form.
- Recipients must have a 3.5 grade point average at the point of application and at the time of graduation from high school.
- Recipient must earn a minimum 3.0 grade point average (including passing any developmental coursework) at FCC.
- Ambassador Scholars will be required to complete at least fifteen hours of volunteering for admissions events per semester as an Ambassador while attending FCC.
- Scholarships will be renewable for up to three additional semesters based upon grade point average and ambassador participation.

The Routzahn Scholarship Endowment Fund
Each year one senior in each of the public high schools in Frederick County is awarded The Routzahn Scholarship Endowment Fund. Students who choose to attend Frederick Community College in the fall semester immediately following their high school graduation, and who plan to major in a business-related curriculum, may apply. Each high school may develop its own criteria for eligibility which may include, but not necessarily be limited to, grade point average, standardized test scores, teacher recommendation and essay.

The amount of the award is $250 per semester. The scholarship is renewable for a maximum of four semesters of full-time attendance provided a grade point average of 2.5 is maintained in each semester. The total award to any recipient may not exceed $1,000.

Application Procedures:

- Complete an application form and return it to the high school guidance office. Forms are available in the high school guidance office and the FCC Welcome Center.
- Contact the guidance office for the specific requirement for their school.
- Applications should be submitted by April 15.

Conditions:

- Qualifying students must be June 2014 graduates of a Frederick County public high school and must enroll at FCC the fall semester following their June graduation.
- Scholarships can be awarded to one student from each of the public high schools.
- Recipients must plan to major in a business-related curriculum at FCC.
- Recipients must maintain a 2.5 grade point average at FCC in order to qualify for renewal.

Student Consumer Rights and Responsibilities

The Higher Education Opportunity Act as amended in 2008 requires postsecondary educational institutions to disseminate relevant, candid information on student financial aid programs available at the college. This information can be found at www.frederick.edu/current-students/required-communications/student-right-to-know-grievance.aspx. These rights and responsibilities may be found in The Student Guide (U.S. Department of Education) which is available in the financial aid office. All financial aid awards are for one academic year. It is the student's responsibility to reapply each year.

Effects of Withdrawing or Not Attending Class

Students who received financial aid funds must attend classes in order to receive these funds. Students receiving Federal financial aid funds who officially withdraw or stop attending classes are subject to a Return of Title IV calculation to determine the percentage of financial aid funds that have been earned for that semester. If a student does not begin attendance in a class, all financial aid funds for that class are canceled. Examples of these calculations can be obtained from the Financial Aid Office, Jefferson Hall. It is important for students to understand that if a student does not attend or withdraws from a class, a student can lose financial aid which has already been disbursed and may lead to an overpayment or outstanding tuition charges for the semester. Students cannot receive financial aid funds for classes that are audited or for classes never attended.

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations. If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution. If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Please note, if you are enrolled in a class that is not a 15-week session class, contact the financial aid office prior to the withdraw for an explanation of the impact of withdraw on eligibility of financial aid funds.

Refunds are allocated in the following order:

1. Unsubsidized Direct Federal Stafford Loans
2. Subsidized Direct Federal Stafford Loans
3. Federal Parent (PLUS) Loans
4. Federal Pell Grants
5. Federal Supplemental Opportunity Grants

Financial Aid Chart

TYPE OF AID	SOURCE	AWARD AMOUNTS	WHO IS ELIGIBLE TO APPLY *	HOW TO APPLY
Grants				
Federal Pell Grant	Federal government	Annual award may range from $602 to $5,730 as determined by a Federal formula. Based on financial need.	Students enrolled at least half time (6 credit hours/semester) in a degree or certificate program at FCC. Some students with exceptional financial need may receive only Pell Grants for less than half-time enrollment.	Complete the Free Application for Federal Student Aid (FAFSA). Students must reapply each academic year.
Federal Supplemental Educational Opportunity Grant (FSEOG)	Federal government	Award may range from $100–$200 per semester. Based on financial need according to a federal formula.	Same as Pell Grant program. Priority must be given to the neediest Pell Grant recipients. Must be enrolled at least half time.	Same as Pell Grant program.
FCC Grant	FCC	Average $300 per semester. Based on financial need.	Same as Pell Grant program. Must be enrolled at least half time.	Same as Pell Grant program.
Maryland Part-time Grant	State of Maryland through FCC	Average $300 per semester. Based on financial need.	Maryland residents. Students enrolled for 6–11 credit hours in an associate's degree program.	Same as Pell Grant program.
Scholarships				
Maryland State Scholarships	State of Maryland	Variable. Refer to state scholarship brochure.	Maryland residents enrolled in a degree or certificate program. Refer to state scholarship brochure.	Complete the Free Application for Federal Student Aid (FAFSA). Apply by March 1. Additional state applications may be required.
FCC Scholarships	FCC Foundation	Variable. Application available online at www.frederick.edu/scholarships	Based on criteria of scholarship.	Complete the FCC Scholarship Application online at www.frederick.edu/scholarships. Students must reapply each semester. Deadlines posted online.
Loans				
Federal Direct Stafford Loan	Federal government	$5,500 maximum for dependent freshmen; $9,500 maximum for independent freshmen; $6,500 for dependent sophomores; $10,500 maximum for independent sophomores. Note: Amounts are requested by the student and are subject to approval by the financial aid office.	Students enrolled at least half time (6 credit hours per semester) in a degree or certificate program at FCC.	Complete the Free Application for Federal Student Aid (FAFSA). Follow steps to apply for a loan at www.frederick.edu under financial aid section.
Federal Direct Parent Loan for Undergraduate Students (FPLUS)	Federal government	Annual loan limit is the student's cost of education minus any estimated financial aid received.	Parents of dependent students. Students enrolled at least half time (6 credit hours per semester) in a degree or certificate program at FCC.	FCC PLUS Loan Request Form. Parents must reapply each year. Complete the Free Application for Federal Student Aid (FAFSA). Follow steps to apply for a loan at www.frederick.edu under financial aid section.
Employment				
Federal College Work Study (FCWS)	Federal government through FCC	Variable. Based on financial need. A variety of jobs are available on campus.	Students enrolled at least half time (6 credit hours per semester) in a degree or certificate program at FCC.	Same as Pell Grant program. Also must complete an FCC student employment application.
Student Assistant Program	FCC	Variable. Awards are not based on financial need. Priority is given to applicants with higher financial need.	Students enrolled at least half time (6 credit hours per semester) in a degree or certificate program at FCC.	Same as FCWS program.

**** Financial Aid is not typically available for Continuing Education students. A limited number of scholarships are available for Continuing Education students pursuing specific courses of study, see page 150.***

Academic Departments

There are nine academic departments at Frederick Community College within Arts & Sciences and Career Programs. There are also several academic programs offered by Continuing Education & Workforce Development (CEWD). Each department has a department chair and/or program manager(s) responsible for academic matters within that department. Following is a list of credit programs of study offered by the various departments.

Arts & Sciences

Associate Vice President for Academic Affairs/Dean of Arts & Sciences: Dr. Brian Stipelman

Communications, Humanities & Arts

Chair: Kathy Brooks (301.846.2635)

- American Sign Language Studies (ASLS) Certificate
- Arts & Humanities A.A. Degree
- Art Area of Concentration
- Communications (Speech) Area of Concentration
- Film & Video Production Area of Concentration
- Film & Video Production Certificate
- Graphic Design Area of Concentration
- Computer Graphics Certificate
- Music Area of Concentration
- Theatre Area of Concentration
- Sign Language Interpreter Preparatory Program A.A.S. Degree
- Sign Language Interpreter Preparatory Program Certificate
- Audio Production Technology Area of Concentration
- Audio Production Certificate

English

Chair: Frederick Cope (301.846.2584)

- English Area of Concentration

Mathematics

Chair: Gary Hull (301.846.2576)

- Mathematics Area of Concentration

Science

Chair: Marc Frankenberry (301.846.2606)

- Bioprocessing Technology A.A.S. Degree
- Bioprocessing Technology Certificate
- Bioprocessing Technology Letter of Recognition
- STEM: Science, Technology, Engineering, and Mathematics A.S. Degree
- Biology Area of Concentration
- Chemistry Area of Concentration
- Engineering Area of Concentration

Social Sciences

Chair: Michael Powell (301.846.2571)

- Early Childhood Development A.A.S. Degree
- Early Childhood Development Certificate
- Child Care Preschool and School Age Teacher Training Certificate
- Child Care Preschool Teacher Letter of Recognition
- Early Childhood Education/Early Childhood Special Education A.A.T. Degree
- Elementary Education/Elementary Special Education A.A.T. Degree
- English Education A.A.T. Degree
- Mathematics Education A.A.T. Degree
- Spanish Education A.A.T. Degree
- Social Sciences A.A. Degree
- Addictions Counseling Area of Concentration
- Addictions Counseling Certificate
- Criminal Justice Area of Concentration
- Corrections Certificate
- Education Area of Concentration
- History Area of Concentration
- Civil War Studies Certificate
- Human Services Area of Concentration
- Psychology Area of Concentration
- Sociology Area of Concentration

Career Programs

Associate Vice President for Academic Affairs/Dean of Career Programs: Dr. Alanka Brown

Allied Health & Wellness

Chair: Jan Sholes (301.846.2503)

- Health and Exercise Sciences Area of Concentration
- Fitness/Personal Trainer Certificate
- Physical Education, Coaching Letter of Recognition
- Pre-Health Professions Area of Concentration
- Medical Assistant A.A.S. Degree
- Medical Assistant Certificate
- Healthcare Practice Management Certificate
- Medical Scribe Letter of Recognition
- Nuclear Medicine Technology A.A.S. Degree
- Nuclear Medicine Technology Certificate
- Computed Tomography Certification Certificate
- Respiratory Care A.A.S. Degree
- Surgical Technology A.A.S. Degree
- Surgical Technology Certificate

Computing & Business Technology

Chair: Karen Wilson (301.624.2848)

- Accounting A.A.S. Degree
- Business Accounting Certificate
- Computerized Accounting Certificate
- Accounting Letter of Recognition
- CPA Exam Qualification Certificate
- Business Administration A.A. Degree
- Business Management A.A.S. Degree
- Business Management Certificate
- Entrepreneurship and Small Business Start-Up Certificate
- Healthcare Practice Management Certificate
- Project Management Certificate
- Business Basics Letter of Recognition
- Computer Science A.S. Degree
- Computer Science Studies Certificate
- Information Systems Management Area of Concentration
- Game and Simulation Development A.A.S. Degree
- Game Programming Certificate
- Computer Animation Certificate
- Paralegal A.A.S. Degree
- Paralegal Certificate
- STEM Technology A.A.S. Degree

- Computer Aided Design Technology Area of Concentration
- Architectural Computer Aided Design Certificate
- Computer Aided Design Operator Certificate
- Construction Management Technology Area of Concentration
- Construction Management & Supervision Certificate
- Cybersecurity Area of Concentration
- Information Security and Assurance Certificate
- Data Science Area of Concentration
- Information Technology Specialist Area of Concentration
- Computer Studies Certificate
- Computer Support Specialist Certificate
- Healthcare Information Technology Certificate
- Software Specialist Certificate
- Database Administration Letter of Recognition
- Radio Frequency Technician Letter of Recognition
- Network Engineering Area of Concentration
- Network Engineer Certificate
- Software Engineering Area of Concentration

Nursing

Chair: Vanessa Lovato (301.846.2524)

- Pre-Health Professions Area of Concentration
- Nursing A.S. Degree

Public Safety

Program Manager: Robin Shusko (301.846.2673)

- Fire Service Administration A.A.S. Degree
- Police Science A.A.S. Degree

CEWD Academic Programs

Executive Director of Workforce Development: Patricia Meyer

Building Trades

Program Manager: Chuck LoSchiavo (240.629.7985)

- Building Trades Technology Certificate (Track 1: HVAC, Track 2: Welding, Track 3: Electrical)
- HVAC Letter of Recognition
- Welding Letter of Recognition
- Electrical Letter of Recognition

Emergency Management

Program Manager: Sam Lombardo (240.629.7952)

- Emergency Management Track I: FEMA Independent Study A.A.S. Degree
- Emergency Management Track II: Residency Program A.A.S. Degree
- Emergency Management Certificate
- Emergency Management Letter of Recognition

Hospitality, Culinary and Tourism Institute (HCTI)

Program Manager: Elizabeth DeRose (301.846.2404)

- Culinary Arts and Supervision A.A.S. Degree
- Culinary Skills Certificate
- Culinary Skills Letter of Recognition
- Hospitality Management A.A.S. Degree
- Hospitality Management Certificate
- Hospitality Management Letter of Recognition

Continuing Education & Workforce Development (CEWD)

Workforce Development

Patricia Meyer (240.629.7905)

Business & Careers

Kathi Groover (301.846.2682)

- Accounting, Bookkeeping & Finance
- Business
- Human Services
- Professional Development
- Project Management
- Real Estate

Certification & Licensure

Kathi Groover (301.846.2682)

- Child Care Career Preparation
- Child Care Professional Develop
- Real Estate PreLicensure
- Real Estate Professional Development

Computers & Technology

Kathi Groover (301.846.2682)

- Computer & Software Applications
- IT Certification Preparation
- MS Office Suite Workshops
- Programming and Web Development

Trades & Vocational Training

Chuck LoSchiavo (240.629.7985)

- Electrical
- HVAC
- Industry Test Prep
- Professional Development
- Safety
- Welding

Emergency Management

Kathy Francis (240.629.7804)
Sam Lombardo (240.629.7952)

- Conferences and Workshops

Healthcare Careers & Wellness

Danielle Stoffer (240.629.7904)

- Certified Nursing Assistant (CNA/GNA)
- Continuing Professional Development
- CPR & First Aid
- Dental Assisting & Dental Radiography
- Medical Billing & Coding
- Pharmacy Technician
- Phlebotomy Technician
- Sterile Processing
- Veterinary Assistant

Hospitality, Culinary and Tourism Institute (HCTI)

Elizabeth DeRose (301.846.2404)

- Culinary Skills
- Hospitality Management

Lifelong Learning

Kimberly Duncan (301.624.7961)

Adult Education

Kimberly Duncan (301.624.7961)

- Adult Basic Education
- English as a Second Language, Beginning through Advanced
- External Diploma Program (EDP)
- Family Literacy
- General Educational Development (GED®) Preparation
- Pre-Diploma

Institute for Learning in Retirement (ILR)

Kelli Ackiewicz (301.624.2732)

- Computers and Technology
- Health & Fitness
- History, Cultures & Current Issues
- Philosophy, Religion & Exploration
- Science & Nature

Personal Enrichment

Karen Freeman (301.846.2427)

- Arts
- Culinary Connection
- Foreign Languages & ASL
- Health & Nutrition
- History and Cultures
- Home & Hobbies
- Personal Finance
- Photography
- Private Music Instruction & Ensembles
- Technology Basics
- The Great Outdoors
- The Writer's Institute

Youth Programs

Karen Freeman (301.846.2427)

- Arts, Music & Culinary Delights
- Homeschool Enrichment
- Kids and Teens on Campus
- LEGO®, Technology, Robotics & MORE!
- Science, Math & STEM
- Study Skills & Test Preparation

Degree Requirements

Description of Degrees

Pages 46-103 contain information regarding programs of study offered by FCC. This information describes both transfer programs and career programs.

Frederick Community College awards an associate's degree to those students who complete a prescribed curriculum with a 2.000 grade point average or better.

Transfer programs are designed to prepare students to transfer to a baccalaureate-granting institution. Students completing the described programs will ordinarily be received as juniors at receiving colleges. Transfer programs are designated with the word transfer following the program title, (e.g. History–Transfer). The associate of arts (A.A.) degree, the associate of science (A.S.) degree, or the associate of arts in teaching (A.A.T.) degree is awarded upon the completion of transfer programs.

Career programs are designed for those students who wish to seek employment in a specific career immediately upon completion of coursework that leads to an associate's degree. Although the majority of the coursework will transfer to other institutions, these programs are oriented toward employment in entry-level positions. Career programs are designated with the word career following the program title (e.g., Accounting Program–Career). The associate of applied science (A.A.S.) degree is awarded upon the completion of most career programs.

The Certificate is awarded to those students who complete a prescribed curriculum of specialized training with a 2.000 grade point average or better.

Program Requirements

Associate of Arts (A.A.) Degree & Associate of Science (A.S.) Degree

To be eligible to receive the associate of arts or associate of science degree, students must:

1. Successfully complete a prescribed curriculum as approved by the college.
2. Complete a minimum of 60 credit hours.
3. Complete a core of at least 31 credit hours of general education courses that will include the following: English 101 (grade of 'C' or better); arts, humanities and communications (one course from each discipline) 9 credits; social & behavioral sciences (one course each from two disciplines)–6 credits; biological & physical sciences (two courses, one of which must be a laboratory course)–7/8 credits; mathematics–3/4 credits and an additional general education elective course–3 credits which may be selected from any General Education category. For the complete list of general education courses see pages 44-45.
4. Complete one course designated as a course in cultural competence. For the complete list of cultural competence courses see page 45.
5. Complete a health or physical education course (1/3 credits).
6. Obtain a minimum grade point average of 2.000 (in addition, certain programs of study may require a 2.000 grade point average for all designated major courses).
7. Complete at least 15 semester hours of academic credit at FCC.
8. Complete a graduation application and submit to the Welcome Center.

Diplomas are issued four times a year: August, December, January, and May. The actual commencement ceremony is held in May.

Associate of Arts in Teaching (A.A.T.) Degree

To be eligible to receive the associate of arts in teaching degree, students must:

1. Successfully complete a prescribed curriculum as approved by the college.
2. Complete a minimum of 60 credit hours.
3. Complete a core of at least 31 credit hours of general education courses that will include the following: English 101 (grade of 'C' or better); arts, humanities and communications (one course from each discipline) 9 credits; social & behavioral sciences (one course each from two disciplines)–6 credits; biological & physical sciences (two courses, one of which must be a laboratory course)–7/8 credits; mathematics–3/4 credits and an additional general education elective course. For the complete list of general education courses see pages 44-45.
4. Complete one course designated as a course in cultural competence. For the complete list of cultural competence courses see page 45.
5. Complete a health or physical education course (1/3 credits).
6. Obtain a minimum grade point average of 2.750 and earn a 'C' or better in all courses used to satisfy the A.A.T. program of study.
7. Complete at least 15 semester hours of academic credit at FCC.
8. Students must also provide the Registrar's Office with an official copy of acceptable scores on one of the following state approved standardized tests: SAT, ACT, GRE or PRAXIS CORE.
9. Complete a graduation application and submit to the Welcome Center.

Diplomas are issued four times a year: August, December, January, and May. The actual commencement ceremony is held in May.

Associate of Applied Science (A.A.S.) Degree

To be eligible to receive the associate of applied science degree, students must:

1. Successfully complete a prescribed curriculum as approved by the college.
2. Complete a minimum of 60 credit hours.
3. Complete a core of at least 20 credit hours of general education courses that will include at least one three- or four-credit course from each of the following areas: English 101 (grade of 'C' or better); arts, humanities & communications; social & behavioral sciences; biological & physical sciences; and mathematics. For the complete list of general education courses, see pages 44-45.
4. Complete one course designated as a course in cultural competence. See page 45 for the complete list of designated cultural competence courses.
5. Complete a health or physical education course (1/3 credits).
6. Obtain a minimum grade point average of 2.000 (in addition, certain programs of study may require a 2.000 grade point average for all designated major courses).
7. Complete at least 15 semester hours of academic credit at FCC.
8. Complete a graduation application and submit to the Welcome Center.

Diplomas are issued four times a year: August, December, January, and May. The actual commencement ceremony is held in May.

Certificate Requirements

To be eligible to receive the certificate, students must:

1. Complete a prescribed curriculum approved by the college.
2. Obtain a minimum grade point average of 2.000.
3. Complete at least three semester hours of academic credit at the college.
4. Complete a graduation application and submit it to the Welcome Center.

Diplomas are issued four times a year: August, December, January, and May. The actual commencement ceremony is held in May.

Letter of Recognition (LOR)

To be eligible to receive a letter of recognition, students must:

a. Complete a prescribed curriculum of at least six (6) credits as approved by the College.

b. No course substitutions are allowed.

c. Obtain a minimum grade point average of 2.000 in the courses required by the Letter of Recognition.

d. Complete at least 25% of the LOR credits at FCC.

e. Complete an application for graduation and submit to the Welcome Center.

Letters of recognition are issued four times a year: August, December, January, and May. Letter of recognition recipients do not take part in commencement ceremonies, unless they have also completed a degree or certificate.

Completion Note for Degree and Certificate Programs

All associate degree programs require minimum coursework of 60 semester credit hours. Because of many factors (student work schedules, class scheduling problems, required developmental work, certain prerequisites, etc.) the average full-time student may take somewhat longer to complete a degree program. However, almost all associate degree transfer programs are designed to allow full-time students to complete all requirements over a period of two calendar years. Certificates and letters of recognition require substantially fewer semester credit hours and are normally completed in less time than associate degree programs. Due to insufficient enrollment, certain courses in career programs may not be offered every year. In order not to delay graduation, students may consult with the appropriate department chair and identify substitutes for such courses.

Gainful Employment Program Information

Frederick Community College prepares students to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. In addition to preparing students for transfer to four-year institutions and offering personal enrichment, FCC offers degrees, certificates and programs for workforce preparation to enhance the quality of life and economic vitality of our region.

As you consider the wide array of educational opportunities available to you at the college, we invite you to learn more about the employment outlook for the career(s) that interest you. Please visit our Gainful Employment Web page at www.frederick.edu/gainfulemployment where you will find information including how long each program generally takes to complete, the approximate cost, the number of students who complete the program on time, and the median amount of loans borrowed by student's in the program. Additionally, contact information is provided for each Gainful Employment program.

This information is provided in compliance with the U.S. Department of Education Gainful Employment Programs Disclosure regulations.

General Education CORE

The general education CORE is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. The general education CORE is designed to introduce undergraduates to the fundamental knowledge, skills and values which are essential to the study of academic disciplines, to the pursuit of life-long learning and to the development of educated members of the community and the world. The complete list of general education goals is listed below.

For programs awarding the associate of arts (A.A.) degree, the associate of science (A.S.) degree, or the associate of arts in teaching (A.A.T.) degree, the general education CORE consists of at least 31 credit hours which must include the following:

- English Composition 101 one course (3 credits)
- Arts, Humanities & Communications three courses, one selected from each area (9 credits)
- Social & Behavioral Sciences two courses, selected from different disciplines (6 credits)
- Biological & Physical Science two courses, one of which must be a lab science (7-8 credits)
- Mathematics one course (3-4 credits)
- Interdisciplinary & Emerging Issues (optional)

For programs awarding the associate of applied science (A.A.S.) degree, the general education CORE consists of at least 20 credit hours which must include the following:

- English Composition 101–one course (3 credits) - Students must earn a great of C or better in EN 101
- Arts, Humanities & Communications–one course (3 credits)
- Social & Behavioral Sciences–one course (3 credits)
- Biological & Physical Sciences–one course (3-4 credits)
- Mathematics–one course (3-4 credits)

Students in the associate of arts in teaching (A.A.T.) program should complete the approved general education courses listed in the A.A.T. program of study.

General Education Goals

I. Students will demonstrate college-level communications skills.

II. Students will demonstrate critical thinking skills.

III. Students will demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate.

IV. Students will demonstrate quantitative problem solving.

V. Students will apply scientific reasoning.

VI. Students will demonstrate technological competence.

VII. Students will interpret and apply academic, professional, and civic ethics.

VIII. Students will be able to make informed critical responses to the visual, performing and literary arts and to the human values expressed in all art forms.

IX. Students will evaluate personal wellness to make critically informed lifestyle choices reflecting an understanding of wellness.

X. Students will demonstrate cultural competence.

CORE Courses

All General Education courses listed on this page may be taken in the Honors format, when offered, and designated with an 'H' (e.g., MA 103H) in the class schedule.

1. Arts & Humanities

Arts

AR 100–Introduction to the Creative Arts (3)
AR 101–Two Dimensional Art and Design (3)
‡ AR 103–The History of Art: Non-Western
‡ AR 104–The History of Art: Prehistoric to Early Renaissance
‡ AR 105–The History of Art: Renaissance to Modern
AR 106–Drawing I (3)
AR 113–Pottery I (3)
CMM 101–Introduction to Electronic Media (3)
CMM 103–Introduction to Film (3)
CMM 105–Basic Darkroom to Digital Photography (3)
THR 101–Introduction to Theatre (3)
THR/EN 229–Modern Drama (3) ⊙
MU 101–Introduction to Music History & Appreciation (3)
MU 103–Fundamentals of Music (3)
‡ MU 108–Survey of World Music (3) ✳
MU 109–History of American Popular Music (3)

Humanities

ASLS 102–American Sign Language I (3)
ASLS 103–American Sign Language II (3)
ASLS 202–American Sign Language III (3)
ASLS 203–American Sign Language IV (3)
THR/EN 229–Modern Drama (3) ⊙
EN 102–English Composition & Literature (3) *
EN 201–British Literature (3)
EN 202–British Literature (3)
EN 203–American Literature (3)
EN 204–American Literature (3)
‡ EN 205–World Literature (3)
‡ EN 206–World Literature (3)
EN 214–The Poem (3)
EN 215–The Novel (3)
EN 216–The Short Story (3)
EN 223–Classical Mythology (3)
EN 226–Film as Literature (3)
‡ EN 227–Literature: Multicultural Perspectives (3) ✳
‡ EN 230–African American Literature (3)
EN 231–English Language Studies (3)
‡ EN/CMM 241–Journalism Publication Practicum (3) ▼
HU 104–Introduction to Digital Humanities (3)
HU 201–Humanities I (3)
HU 202–Humanities II (3)
‡ HU 210–The Language of Hip Hop (3)
LAR 101–Introductory Arabic I (3)
LAR 102–Introductory Arabic II (3)
LC 101–Introduction Chinese I (4)
LF 101–Introductory French I (3)
LF 102–Introductory French II (3)
‡ LF 201–Intermediate French I (3)
‡ LF 202–Intermediate French II (3)
LG 101–Introductory German I (3)
LG 102–Introductory German II (3)
LG 201–Intermediate German I (3)
LG 202–Intermediate German II (3)
LI 101–Introductory Italian I (3)
LI 102–Introductory Italian II (3)
LI 201–Intermediate Italian I (3)
LL 101–Introductory Latin I (3)
LL 102–Introductory Latin II (3)
LL 201–Intermediate Latin I (3)
LL 202–Intermediate Latin II (3)
LR 101–Introductory Russian I (3)
LR 102–Introductory Russian II (3)
LR 201–Intermediate Russian I (3)
LS 101–Introductory Spanish I (3)
LS 102–Introductory Spanish II (3)
‡ LS 201–Intermediate Spanish I (3)
‡ LS 202–Intermediate Spanish II (3)
‡ LS 211–Spanish Conversation I (3)
PH 101–Introductory Philosophy (3)
PH 204–World Religions (3)
PH 205–Ethics (3)
PH 206–Logic (3)
PH 207–Biomedical Ethics (3)
PH 208–Business Ethics (3)
PH 210–Ethics and Film (3)

Communications

CMSP 101–Introduction to Communication Studies (3)
CMSP 103–Speech Fundamentals (3)
‡ CMSP 105–Small Group Communication (3)
CMSP 107–Career Communications (3)
CMSP 109–Basic Conflict Mediation (3)
EN 102–English Composition & Literature (3) *
‡ EN/CMM 241–Journalism Publication Practicum (3)

2. English Composition

EN 101–English Composition (3)

3. Interdisciplinary & Emerging Issues

Computer Literacy

CIS 101–Information Systems and Technology (3)
CIS 106–Object Design & Programming (3)

Wellness

HE 102–Nutrition in a Changing World (3)
HE 201–Stress Management (3)
HE 204–Health Education (3)
PE 154–Fitness for Living (3)

Interdisciplinary

ID 110–Media and Human Values (3)
ID 113–Introduction to Leadership (3)

ID 200H–Honors Seminar: Special Topics in Interdisciplinary Studies (3)
ID 220–World War II Through Film (3)
ID 225–Disaster, Crisis and Emergency Management (3)
‡ ID 250–Global Scholar Experience Δ

Multicultural Issues & Perspectives

‡ ACE 101–Academic Engagement Seminar (3)
‡ ASLS 106–Intro to Deaf Community and History (3)
‡ BU 281–Global Awareness/Work Environment (3)
EN 227–Literature: Multicultural Perspectives (3)
GG 201–Urban Social Geography (3)
HI 217–African-American History (3)
ID 250–Global Scholar Experience Δ
MU 108–Survey of World Music (3) •

4. Mathematics

MA 103–Foundations of Mathematics (3)
MA 103A–Foundations of Mathematics with Algebra
MA 105–Fundamental Concepts of Mathematics (4)
MA 111–Precalculus (4)
MA 130–College Algebra (3)
MA 131–Trigonometry with Analytic Geometry (3)
MA 201–Applied Calculus (3)
BU/MA 205–Business Statistics (3)
BU/MA 205A–Business Statistics with Algebra
MA 206–Elementary Statistics (3)
MA 206A–Elementary Statistics with Algebra
MA 207–Elementary Statistics with Probability (4)
MA 207A–Elementary Statistics with Probability and Algebra
MA 210–Calculus I (4)
MA 211–Calculus II (4)

5. Science

BI 100–Fundamental Concepts of Biology (4)
BI 101–General Biology (4)
BI 102–General Biology (4)
BI 103–Anatomy & Physiology (4)
BI 104–Anatomy & Physiology (4)
BI 107–Human Biology (4)
BI 117–Study of the Human Body (3)
BI 120–Microbiology for Allied Health (4)
BI 130–Forensic Biology (4)
BI 140–Biotechnology and Society (3)
BI 201–General Ecology (4)
BI 202–Human Ecology (3)
CH 100–Chemistry & Society (4)
CH 101–General Chemistry (4)
CH 102–General Chemistry (4)
PC 103–Elements of Physical Science (3)
PC 104–The Water Planet: Intro. to Oceanography (3)
PC 105–Introduction to Science of Weather (3)
PC 106–Introduction to Meteorology (4)
PC 107–Introductory Astronomy (4)
PC 108–Historical Geology (4)
PC 109–Physical Geology (4)
PC 114–Contemporary Physical Science (4)
PC 115–Introduction to Geoscience (4)
PC 121–Energy and Society (3)
PY 101–Survey of Physics (3)
PY 201–Fundamentals of Physics (4)
PY 202–Fundamentals of Physics (4)
PY 203–Introductory Physics I (4)
PY 204–Introductory Physics II (4)

6. Social & Behavioral Sciences

Anthropology

‡ AN 101–Introduction to Anthropology (3)

Economics

EC 201–Principles of Economics (Macro) (3)
EC 202–Principles of Economics (Micro) (3)

Education

ED 102–Schools & Society (3)
ED/PS 208–Human Growth & Development (3)

Geography

GG 101–Elements of Geography (3)
‡ GG 102–Cultural Geography (3)
‡ GG 201–Urban Social Geography (3)

History

HI 101–History of Western Civilization (3)
HI 102–History of Western Civilization (3)
HI 201–History of the United States (3)
HI 202–History of the United States (3)
‡ HI 217–African-American History (3)
HI 221–The Sixties (3)

Human Services

‡ HS 102–Human Relations (3)

Political Science

PI 104–American Government: National (3)

Psychology

PS 101–General Psychology (3)
PS 202–Social Psychology (3)

Sociology

SO 101–Introduction to Sociology (3)
‡ SO 102–Social Problems (3)
‡ SO 210–Ethnic Diversity (3)
‡ SO 212–Gender and Society (3)

* EN 102 can be taken to satisfy either the General Education requirement in Communications or in Humanities, but not both.
✷ EN 227 can be taken to satisfy either the General Education requirement in Humanities or in Multicultural Issues & Perspectives, but not both.
▼ EN/CMM 241 can be taken to satisfy either the General Education requirement in Communications or in Humanities, but not both.
■ GG 201 can be taken to satisfy either the General Education requirement in Multicultural Issues & Perspectives or in Geography, but not both.
◆ HI 217 can be taken to satisfy either the General Education requirement in Multicultural Issues & Perspectives or in History, but not both.
Δ ID 250 can be taken to satisfy either the General Education requirement in Interdisciplinary or in Multicultural Issues & Perspectives, but not both.
✳ MU 108 can be taken to satisfy either the General Education requirement in Arts or in Multicultural Issues & Perspectives, but not both.
⊙ THR/EN 229 can be taken to satisfy either the General Education requirement in Arts or in Humanities, but not both.

‡ Course satisfies Cultural Competence Requirement

Cultural Competence Requirement

Developing cultural competence is essential for living and working in a diverse democratic society. As part of the College degree requirements, students must complete a class that is designated a cultural competence course. Cultural competence courses expose students to the knowledge and skills necessary to participate effectively in dynamic, evolving multicultural contexts. Students will not be required to take an additional course for graduation; rather, courses can double-count to fulfill an existing general education requirement as well as the cultural competence requirement. Following is a list of courses that will fulfill the cultural competence requirement.

ACE 101–Academic Engagement Seminar
AN 101–Introduction to Anthropology
AN 103–Introduction to Archaeology
AR 103–Survey of Non-Western Art
AR 104–Survey of Art I
AR 105–Survey of Art II
ASLS 106–Introduction to the Deaf Community
BU 281–Global Awareness/Work Environment
CMSP 105–Small Group Communication
ED 203–Foundations of Special Education
EM 203–Social Impacts of Disaster
EN 205–World Literature
EN 206–World Literature
EN 227–Literature: Multicultural Perspectives
EN 230–African American Literature
EN/CMM 241–Journalism Publication Practicum
FEM 178–Diversity, Inclusion, and Equity Leadership
FEM 208–Including People with Disabilities, Access & Functional Needs in Disaster Operations
FEM 221–Religious and Cultural Literacy and Competency
GG 102–Cultural Geography
GG 201–Urban Social Geography
HE 130–Tai Chi: A Cultural Perspective
HI 217–African-American History
HS 102–Human Relations
HU 210–The Language of Hip Hop
ID 250–Global Scholar Experience
LF 201–Intermediate French I
LF 202–Intermediate French II
LS 201–Intermediate Spanish I
LS 202–Intermediate Spanish II
LS 211–Spanish Conversation
MU 108–Survey of World Music
NU 101–Introduction to Clinical Nursing
PH 204–World Religions
PH 210–Ethics and Film
SO 102–Social Problems
SO 210–Ethnic Diversity
SO 212–Gender and Society
ST 101–Introduction to Surgical Technology

Credit Programs of Study

Accounting

A.A.S. Degree (Career)

Designed to prepare students for immediate employment in the accounting field in an entry-level professional position. Students will gain an in-depth knowledge of accounting principles and procedures and apply them to business situations. Students will also use application software to solve business and accounting problems. A grade of "C" or better must be earned in the following courses: ACCT 100, ACCT 101, ACCT 201, ACCT 202, ACCT 233 and ACCT 111. (Transfer students should follow the business administration program.)

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list) (BU/MA 205 recommended)		3
Social & Behavioral Sciences		
HS 102	Human Relations (satisfies cultural competence requirement)	3
Arts & Humanities		
Communications Elective (GenEd course list)		3
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list)		3
Interdisciplinary & Emerging Issues		
CIS 101	Information Systems and Technology	3
General Education Elective		
EC 201	Principles of Economics (Macro) or	
PH 208	Business Ethics	3
PE/Health Requirement		1
Departmental Requirements		
ACCT 100	Business Accounting	3
ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II	3
ACCT 111	Computerized Accounting	3
ACCT 201	Intermediate Accounting I	4
ACCT 202	Intermediate of Accounting II	4
ACCT 203	Managerial Cost Accounting	3
ACCT 233	Applied Accounting	3
ACCT 117	Payroll Accounting or	
ACCT 205	Federal Income Tax Accounting or	
ACCT 216	Governmental and Not-For-Profit Accounting	3
BU 103	Introduction to Business	3
BU 273	Business Communications	3
CIS 111E	Spreadsheets	3
		60

Accounting Transfer Note:

Students planning to transfer and complete a Bachelor's degree in Accounting are advised to follow the FCC Business Administration Transfer AA degree requirements due to course transfer acceptance requirements at most transfer institutions (except at schools as noted below). FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Accounting and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Maryland University College, Main campus & Universities at Shady Grove/Hagerstown–B.S. Accounting (Business Administration minor)
- Capella University - B.S. Business, Business Administration

Business Accounting

Certificate (Career)

Prepares students working in the accounting field for career advancement opportunities. Students will gain an in-depth knowledge of accounting principles and procedures and apply them to business situations. Students will also use application software to solve business and accounting problems. A grade of "C" or better must be earned in the following courses: ACCT 100, ACCT 101, ACCT 201, ACCT 202, ACCT 233 and ACCT 111.

Course		*Credits*
Departmental Requirements		
ACCT 100	Business Accounting	3
ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II	3
ACCT 111	Computerized Accounting	3
ACCT 201	Intermediate Accounting I	4
ACCT 202	Intermediate of Accounting II	4
ACCT 203	Managerial Cost Accounting	3
ACCT 233	Applied Accounting	3
ACCT 117	Payroll Accounting or	
ACCT 205	Federal Income Tax Accounting or	
ACCT 216	Governmental and Not-For-Profit Accounting	3
BU 103	Introduction to Business	3
BU 273	Business Communications	3
CIS 101	Information Systems and Technology	3
CIS 111E	Spreadsheets	3
		41

Computerized Accounting

Certificate (Career)

Prepares students for immediate employment in the accounting field in a support position. Students will learn how to apply accounting concepts in a computerized environment to assist the business with their record keeping requirements. A grade of "C" or better must be earned in the following courses: ACCT 100, ACCT 101, ACCT 111.

Course		*Credits*
Departmental Requirements		
ACCT 100	Business Accounting	3
ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II	3
ACCT 111	Computerized Accounting	3
ACCT 117	Payroll Accounting or	
ACCT 205	Federal Income Tax Accounting or	
ACCT 216	Governmental and Not-For-Profit Accounting	3
BU 273	Business Communications	3
CIS 101	Information Systems and Technology	3
CIS 111E	Spreadsheets	3
		24

Accounting

Letter Of Recognition (Career)

Provides students with basic accounting and computer skills including recording transactions using generally accepted accounting principles, preparing financial statements, and using a computerized accounting system.

Course		*Credits*
Departmental Requirements		
ACCT 100	Business Accounting	3
CIS 101	Information Systems and Technology	3
ACCT 111	Computerized Accounting	3
		9

CPA Exam Qualification

Certificate

The state of Maryland requires candidates for the Uniform CPA examination to have completed 150 college credits and obtained a bachelors degree in any area of study. As part of the 150 credit hour requirement, candidates must complete specific courses in accounting, business related subjects, and ethics as described in state regulations. This certificate is designed for students who have a baccalaureate degree and need to complete the additional course requirements to sit for the CPA exam in Maryland.

Course		*Credits*
Requirements		
I. Accounting and Ethics Education - 32 credit hours		
ACCT 100	Business Accounting	3
ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II	3
ACCT 201	Intermediate Accounting I	4
ACCT 202	Intermediate Accounting II	4
ACCT 203	Managerial Cost Accounting	3
ACCT 205	Federal Income Tax Accounting	3
ACCT 206	Federal Taxation: Corporations and Partnerships or	
ACCT 216	Governmental and Not-For-Profit Accounting	3
ACCT 214	Auditing	3
PH 208	Business Ethics or	
PH 205	Ethics	3
		32
II. Business Related Education - 21 credit hours required from five of the following eight groups		
Group 1: Statistics		
MA 206	Elementary Statistics or	
BU/MA 205	Business Statistics	3
Group 2: Economics		
EC 201	Principles of Economics	3
EC 202	Principles of Economics	3
Group 3: Corporation or Business Finance		
BU 213	Principles of Finance	3
Group 4: Management		
BU 227	Principles of Management	3
Group 5: U.S. Business Law		
BU 211	Business Law I	3
Group 6: Marketing		
BU 225	Marketing	3
Group 7: Business Communication		
BU 273	Business Communications	3
Group 8: Computer Information Systems		
CIS 101	Information Systems and Technology	3
		21
		53

American Sign Language Studies

Certificate (Career)

Introduces students to the history, community, and culture of the Deaf. Students work towards gaining fluency and mastery of American Sign Language by acquiring foundational skills, vocabulary, acceptance, and knowledge of the Deaf community and by gaining an understanding of this unique non-verbal language. Students gain confidence by becoming involved in the Deaf Community through coursework and service learning hours.

By obtaining a certificate in American Sign Language (ASL) Studies, students have a strong foundation to further their studies in ASL discourse, interpreting, and education of the Deaf, or other related fields. This certificate also provides individuals with the skills they need to work with the Deaf community and Deaf individuals more effectively. This certificate can be used to meet the elective requirements of the AA degree in general studies as well as the A.A.S. degree in Sign Language Interpreter Preparatory Program.

Course		*Credits*
Departmental Requirements		
ASLS 100	American Sign Language Fingerspelling and Numbering	3
ASLS 101	Visual Gestural Communication	3
ASLS 102	American Sign Language I	3
ASLS 103	American Sign Language II	3
ASLS 106	Introduction to Deaf Community and History	3
ASLS 202	American Sign Language III	3
ASLS 203	American Sign Language IV	3
ASLS 206	American Deaf Culture	3
ASLS 211	ASL Linguistics	3
		27

Arts & Humanities

A.A. Degree (Transfer)

The study of Arts and Humanities is the study of how human beings understand, express, and experience themselves and their culture. It includes language, literature, writing, art, theater, music, communications, digital media, and philosophy. Through the study of these disciplines, we learn how to think critically, independently, and imaginatively, how to understand the complexity of the world we live in and imagine a better one, and how to communicate effectively the variety of human experiences that define our individual and interconnected lives. The Associate of Arts in Arts & Humanities introduces students to a broad array of the Arts and Humanities, and prepares students to transfer to four-year institutions in Arts and Humanities disciplines. Some students will choose an approved Area of Concentration, while others will explore the Arts and Humanities more generally.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
Mathematics Elective (Gen Ed course list)	3
Social & Behavioral Sciences	
Two courses selected from different disciplines (Gen Ed course list)	6
Arts & Humanities	
Three Gen Ed courses, one selected from each area: Arts, Humanities, & Communications	9
Biological & Physical Sciences	
Two courses, one of which must be a lab science (Gen Ed course list)	7
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Electives	28

Take a minimum of 15 credits of Arts & Humanities electives from any of the disciplines listed below. At least 6 credits must be in the same discipline. It is imperative that students consult with an advisor before registering to maximize transfer of coursework.

- Art (AR)
- American Sign Language Studies (ASLS)
- Communications - Speech (CMSP)
- Film & Video/Graphic Design (CMM)
- English Literature (EN)
- Humanities (HU)
- Interdisciplinary (ID)
- World Languages (LAR, LC, LF, LG, LI, LL, LR, LS)
- Music (MU)
- Philosophy (PH)
- Theater (THR)

- Students majoring in the Associate of Arts in Arts & Humanities without an Area of Concentration should follow the curriculum outlined above and will have 13 unrestricted elective credits..
- Students majoring in an Area of Concentration will follow the curriculum for their major (Art; Communications (Speech); English; Film & Video Production; Graphic Design; Music; Theatre).

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Art

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

Enables the student to explore and develop areas of concentration which may lead to an associate in arts degree, transfer to a four-year college program, or to pursue individual artistic directions.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
AR 101 Two Dimensional Art and Design	3
Humanities Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list)	7
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Concentration Courses	
AR 102 Three Dimensional Art and Design	3
Choose two of the following (satisfies cultural competence requirement): AR 103–The History of Art: Non-Western or AR 104–The History of Art: Prehistoric to Early Renaissance or AR 105–The History of Art: Renaissance to Modern	6
AR 106 Drawing	3
CMM 131 Dark Room Photography	4
Electives	12

Students should check with an advisor or transfer institution (ARTSYS) before selecting electives. Depending on the transfer institution and area of concentration recommended electives: AR 103, AR 104, AR 105, AR 107, AR 108, AR 113, AR 114, AR 115, AR 203, AR 204, AR 207, AR 213

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Communications (Speech)

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

Designed for students interested in all fields stressing human interaction. In addition to communications courses, a broad range of social science and humanities courses are recommended. The area of concentration is designed to prepare the student to transfer to a four-year institution.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list)	7
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Concentration Courses	
Students should check with an advisor or transfer institution (ARTSYS) before selecting their courses	
Complete the following courses:	12
CMSP 101–Introduction to Communication Studies (3)	
CMSP 103–Speech Fundamentals (3)	
CMSP 105–Small Group Communication (satisfies cultural competence requirement) (3)	
CMSP 201–Foundations of Communication Theory (3)	
Choose one Arts & Humanities course from Art, Communications, Digital Media Design, English, Languages, Music, Philosophy, or Theatre	3
Electives	13

Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives may include: CMSP 107, electives in the Social Sciences, Digital Media, English or World Language disciplines.

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English

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

Offers a variety of literature, writing, and language classes for students pursuing a course of study in English or related fields for transfer to a four-year university.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list) (recommend PH 101 or PH 205)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list)	7
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Concentration Courses	
EN 102 English Composition & Literature	3
Choose three courses (please consult an advisor):	9
EN 201–British Literature	
EN 202–British Literature	
EN 203–American Literature	
EN 204–American Literature	
EN 205–World Literature	
EN 206–World Literature	
EN 230–African-American Literature	
EN 115–Technical Writing	
EN 210–Creative Writing	
EN 212–Journalism	
EN 216–The Short Story	
EN 231–English Language Studies	
EN/CMM 241–Journalism Publication Practicum	
Choose one Arts & Humanities course from Art, Communications, Digital Media Design, English, Languages, Music, Philosophy, or Theatre	3
Electives	13

Choose electives in consultation with an advisor. Depending on transfer school, foreign language courses may be recommended.

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Film & Video Production

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

Designed for students whose career goals are oriented toward the creative field of film & video production, including motion picture and television production, motion graphics, video marketing, web videos, and short & long form screenwriting. The area of concentration is designed to prepare students to transfer to a four-year institution.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
	Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities		
AR 101	Two Dimensional Art and Design or	
AR 106	Drawing I	3
	Humanities Elective (GenEd course list)	3
	Communications Elective (GenEd course list)	3
Biological & Physical Sciences		
	Two courses, one of which must be a lab science (GenEd course list)	7
General Education Elective	(Select from GenEd course list)	3
PE/Health Requirement		1
Concentration Courses		
CMM 101	Introduction to Electronic Media	3
CMM 111	Communication Graphics I	3
CMM 152	Digital Studio Production	4
INTR 102/103	Internship	2
CMM 252	Digital Film Production	4
CMM 254	Principles of Film & Video Editing	4
CMM 256	Television Studio Directing and Operations or	
CMM 261	Advanced Postproduction and Motion Graphics	4
Electives		4
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Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives may include: AR 101, AR 102, AR 103, AR 104, AR 105, AR 106, CMM 114, CMM 131, CMM 132, CMM 256, CMM 261

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A. in Arts & Humanities with an Area of Concentration in Film & Video Production and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471 or the Program Manager at 301.846.2533.

- Towson University – B.S. Electronic Media and Film: Film/Video/Digital Media Concentration
- University of Maryland University College – B.A. Graphic Communication

Film & Video Production

Certificate (Career)

Designed for students whose career goals are oriented toward the creative field of film & video production, including motion picture and television production, motion graphics, video marketing, web videos, and short & long form screenwriting. Instructional emphasis is on designing and producing high-quality contemporary work. College-level writing is expected.

Course		*Credits*
Departmental Requirements		
CMM 101	Introduction to Electronic Media	3
CMM 103	Introduction to Film	3
CMM 111	Communications Graphics I	3
CMM 132	Digital Photography I	3
CMM 152	Digital Studio Production	4
CMM 252	Digital Film Production	4
CMM 254	Postproduction: The Art of Editing	4
CMM 256	Television Studio Directing & Operations or	
CMM 261	Digital Post Production	4
		28

Graphic Design

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

Prepares students to succeed in the fields of graphic communication, publishing, and Web based design, and provides the foundational skills needed for transfer to a four year program

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
	Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities		
	AR 101–Two Dimensional Art and Design or AR 106–Drawing I	3
	Humanities Elective (GenEd course list)	3
	Communications Elective (GenEd course list)	3
Biological & Physical Sciences		
	Two courses, one of which must be a lab science (GenEd course list)	7
General Education Elective	(Select from GenEd course list)	3
PE/Health Requirement		1
Concentration Courses		
CMM 101	Introduction to Electronic Media	3
CMM 111	Communication Graphics I	3
CMM 152	Digital Studio Production	4
INTR 102/103	Internship	2
CMM 112	Communication Graphics II	3
CMM 212	Communications Graphics III	3
CMM 132	Digital Photography I	3
CMM 114	Web Design I	3
CMM 115	Professional & Transfer Portfolio	1
Electives		3

Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives may include: AR 101, AR 102, AR 103, AR 104, AR 105, AR 106, CMM 114, CMM 131, CMM 132, CMM 256, CMM 261

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Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A. in Arts & Humanities with an Area of Concentration in Graphic Design and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471 or the Program Manager at 301.846.2533.

- University of Maryland University College – B.A. Graphic Communication

Computer Graphics

Certificate (Career)

Designed to provide the core skills needed to function in the fields of graphic communication, publishing and Web based design. The challenging and rapidly changing world of visual communications requires creative problem-solving using a combination of tools and techniques. In hands-on classes, students solve design problems with instruction from active communications professionals, using hardware and software they will encounter in the workplace. College-level reading and writing is expected.

Course		*Credits*
Departmental Requirements		
CMM 101	Introduction to Electronic Media	3
CMM 111	Communications Graphics I	3
CMM 112	Communications Graphics II	3
CMM 114	Web Design I	3
CMM 115	Professional & Transfer Portfolio	1
CMM 131	Darkroom Photography I (4) or	
CMM 132	Digital Photography (3)	3
CMM 152	Digital Studio Production	4
CMM 212	Communications Graphics III	3
INTR 102	Internship	2
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Music

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

Provides the first two years of a four-year degree program for students planning to pursue a bachelor's degree in music performance, music education, music history, or composition. It requires completion of general education courses and selected music courses.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101–English Composition		3
Mathematics		
Mathematics Elective (GenEd course list)		3
Social & Behavioral Sciences		
Two courses selected from different disciplines (GenEd course list)		6
Arts & Humanities		
Arts Elective (GenEd course list)		3
Humanities Elective (GenEd course list)		3
Communications Elective (GenEd course list)		3
Biological & Physical Sciences		
Two courses, one of which must be a lab science (GenEd course list)		7
General Education Elective (Select from GenEd course list)		3
PE/Health Requirement		1
Concentration Courses		
MU 111	Music Theory I	3
MU 112	Music Theory II	3
MU 211	Music Theory III	3
MU 212	Music Theory IV	3
MU 106	Aural & Keyboard Skills I	1
MU 107	Aural & Keyboard Skills II	1
MU 206	Aural & Keyboard Skills III	1
MU 207	Aural & Keyboard Skills IV	1
Ensemble (4 credits, 1 from each Ensemble level below)		
Ensemble I (MU 117, MU 119, MU 121, or MU 123)		1
Ensemble II (MU 118, MU 120, MU 122, or MU 124)		1
Ensemble II (MU 217, MU 219, MU 221, or MU 223)		1
Ensemble IV (MU 218, MU 220, MU 222, or MU 224)		1
Applied Music (major instrument)		4
Applied Piano/Class Piano (4 credits, 1 from each level below)*		
Applied Piano/Class Piano I (MU 151 or MU 172)*		1
Applied Piano/Class Piano II (MU 152 or MU 173)*		1
Applied Piano/Class Piano III (MU 251 or MU 272)*		1
Applied Piano/Class Piano IV (MU 252 or MU 273)*		1

*Students should consult with the Music Program Manager before selecting these courses.

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Theatre

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

Offers students an opportunity to experience theater on a variety of levels, enabling them to participate as theatrical apprentices, to transfer to a four-year theater program, or to obtain an Associate of Arts degree.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences (One lab course required)	
Two courses, one of which must be a lab science (GenEd course list)	7
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Concentration Courses	
Students should check with an advisor or transfer institution (ARTSYS) before selecting their courses.	
Complete the following courses	
THR 101–Introduction to Theatre (3) THR 102– Introduction to Acting (3) THR 121–Stagecraft (3) THR 206–Advanced Acting (3)	12
Choose one Arts & Humanities course from Art, Communications, Digital Media Design, English, Languages, Music, Philosophy, or Theatre	3
Electives	13
Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives.	
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Arts & Sciences

A.A. or A.S. Degree (Transfer)

Designed for students who plan to go on to a four-year school and major in one of the traditional arts and sciences subjects. **Students may not choose Arts & Sciences as a major but should select an Area of Concentration within Arts & Sciences.** Students should consult with an advisor as early as possible to ensure that all or most of their course credits will transfer to the four-year institution of their choice.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- Students should consult ARTSYS for transferability of courses within the University of Maryland System. http://www.acaff.usmh.usmd.edu/artweb/index.html.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course	*Credits*
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences (Electives must be from two disciplines)	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list)	7
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement (Wellness elective satisfies this requirement)	1
Departmental Requirements	
Additional required and elective credits to meet requirements of each option Students should check with an advisor before selecting one of the following options: Health and Exercise Sciences or Pre-Health Professions	29
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Health and Exercise Sciences

Area of Concentration within the A.A. in Arts & Sciences (Transfer)

Provides students with the first two years of course requirements leading to a bachelor's degree in physical education. It requires completion of general education courses and selected PE/health courses. High school preparation for this option should include algebra, biology and chemistry.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
PS 101	General Psychology	3
ED/PS 208	Human Growth & Development	3
Arts & Humanities		
	Arts Elective (GenEd course list)	3
	Humanities Elective (GenEd course list)	3
	Communications Elective (GenEd course list)	3
Biological & Physical Sciences		
BI 101	General Biology	4
BI 103	Anatomy & Physiology	4
General Education Elective (Select from GenEd course list)		3
PE/Health Requirement (PE 241 satisfies the requirement)		
Departmental Requirements		
PE 153	Introduction to Health and Exercise Sciences	3
PE 154	Fitness for Living	3
PE 241	Methods of Fitness & Conditioning	1
PE 247	Methods of Strength Training	1
HE 102	Nutrition in a Changing World, or	
HE 200	Principles and Application of Nutrition	3
HE 204	Health Education	3
BI 104	Anatomy & Physiology	4
Electives		10

Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives may include:

ED 102 Foundations of Education (3)*
ED 202 Educational Psychology (3)*
ED 203 Foundations of Special Education (3)*
PE 161 Psychology of Sport (3)
PE 236 Coaching Principles (3)
PE 249 Fitness Assessment and Business Practices (3)
PE 250 Care and Prevention of Athletic Injuries (3)
PE 252 Essentials of Personal Training (4)
HE 201 Stress Management (3)
CH 101 General Chemistry (4)**
BU 109 Entrepreneurship & Small Business Enterprise (3)
INTR 102 Internship (2)
Any one credit PE course (1)

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* Those who are planning to teach in the K-12 system should take these courses.
** This course is required by many transfer schools. See your advisor in order to match the elective credits to your specific transfer institution.

Fitness/Personal Trainer

Certificate (Career)

Prepares students for a career in personal training, the training of different populations to improve their fitness levels. Certification is through the National Academy of Sports Medicine (NASM).

A grade of "C" or better must be earned in all courses in the Personal Trainer program.

Course		*Credits*
Departmental Requirements		
BI 103	Anatomy & Physiology or	
BI 107	Fundamentals of Human Anatomy	4
HE 110	Nutrition Basics	1
PE 108	Body Mechanics	1
PE 154	Fitness for Living	3
PE 237	Exercise Psychology	1
PE 241	Methods of Fitness and Conditioning	1
PE 247	Methods of Strength Training	1
PE 249	Fitness Assessment and Business Practices	3
PE 250	Care and Prevention of Athletic Injuries	3
PE 252	Essentials of Personal Training	4
INTR 102	Internship	2
		24

PE 249 is only offered in the fall semester.
PE 252 is only offered in the spring semester. Students should do the internship in the same semester as PE 252, or if not, then in the semester immediately following. There are additional certification fees associated with PE 252. See program manager for details.

Physical Education, Coaching

Letter Of Recognition (Career)

Gives students the necessary knowledge and skills to pursue a career in athletic coaching.

Course		*Credits*
Departmental Requirements		
PE 161	Psychology of Sport	3
PE 236	Coaching Principles	3
PE 250	Care and Prevention of Athletic Injuries	3
		9

PE 161 is offered in fall semester only.
PE 236 is offered in spring semester only.

Pre-Health Professions

Area of Concentration within the A.S. in Arts & Sciences (Transfer)

The Pre-Health Professions Pathway is designed for students seeking transfer into a Bachelor of Science in Nursing (BSN) degree program. In this program, students will pursue a general education curriculum with subjects that support the pursuit of a Bachelor of Science in Nursing degree and/or prepares students to meet the eligibility requirements for one of the College's selective admissions Allied Health programs. Students are urged to work with their FCC Advisor to understand the transfer requirements of the institution to which they intend to transfer. It's important to note that successful completion of the pre-health program does not guarantee admittance into a transfer program or one of the College's selective admissions programs.

Students applying for admission to FCC Nursing, Nuclear Medicine, Respiratory Care, or Surgical Technology programs must earn a grade of "C" or higher in all coursework.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
MA 206	Elementary Statistics or	
MA 207	Elementary Statistics with Probability	3
Social & Behavioral Sciences		
PS 101	General Psychology	3
SO 101	Introduction to Sociology	3
Arts & Humanities		
	Arts Elective (Gen Ed course list)	3
	Communications Elective (Gen Ed course list)	3
EN 102	English Composition & Literature	3
Biological & Physical Sciences		
BI 103	Anatomy & Physiology	4
BI 104	Anatomy & Physiology	4
General Education Elective		3
PE/Health Requirement (HE 102 or HE 200 satisfies this requirement)		
Departmental Requirements		
ED/PS 208	Human Growth & Development	3
BI 120	Microbiology for Allied Health or	
BI 203	Elements of Microbiology	4
CH 101	General Chemistry	4
HE 102	Nutrition in a Changing World or	
HE 200	Principles & Applications of Nutrition	3
Electives		
	General Education Electives: Chemistry, Math or Social Science are recommended Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives.	14
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Bioprocessing Technology

A.A.S. Degree (Career)

Prepares individuals to work as process operators in biological products manufacturing facilities. Students will combine basic science and communication skills, manufacturing technologies and good manufacturing practices in the course of study. Students will develop a strong basic science foundation with a sound understanding of the major technologies employed in the industry. They will also develop collaborative and disciplined work ethics while consistently practicing problem-solving skills. Upon successful completion of the program, individuals will possess the necessary skills to qualify for employment in a variety of bioprocessing industries.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list)		3
Arts & Humanities		
Communications Elective (GenEd course list)		3
Social & Behavioral Sciences		
Social & Behavioral Sciences Elective (GenEd course list)		3
Biological & Physical Sciences		
BI 101	General Biology	4
CH 101	General Chemistry	4
CH 102	General Chemistry	4
Interdisciplinary & Emerging Issues		
CIS 101	Information Systems and Technology	3
PE/Health Requirement		1
Departmental Requirements		
BI 120	Microbiology for Allied Health or	
BI 203	Elements of Microbiology	4
BI 140	Biotechnology and Society	3
BI 220	Cell Biology and Tissue Culture	4
BPM 102	Bioprocessing Environment	3
BPM 103	Laboratory Techniques I	1
BPM 110	Bioprocessing Measurements	4
BPM 214	Techniques in Bioproduction	4
INTR 103	Internship or	
Elective	(If an internship is not taken, the qualified elective must be approved by the program manager and must be at least a 200-level mathematics or science course.)	3
Electives (Recommend BI 240, BU 273, CH 201, CMSP 107, EN 115)		6
		60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Bioprocessing Technology and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- Hood College–B.A. Biology
- Stevenson University–B.S. Biotechnology
- University of Maryland University College–B.T.P.S. Biotechnology, B.S. Laboratory Management

Bioprocessing Technology

Certificate (Career)

Prepares individuals to work as process operators in biological products manufacturing facilities. Students will combine basic science and communication skills, manufacturing technologies and good manufacturing practices in the course of study. Students will develop a strong basic science foundation with a sound understanding of the major technologies employed in the industry. They will also develop collaborative and disciplined work ethics while consistently practicing problem-solving skills. Upon successful completion of the program, individuals will possess the necessary skills to qualify for employment in a variety of bioprocessing industries.

Course		*Credits*
Departmental Requirements		
BI 101	General Biology	4
BI 120	Microbiology for Allied Health or	
BI 203	Elements of Microbiology	4
BI 140	Biotechnology and Society	3
BI 220	Cell Biology and Tissue Culture	4
BPM 102	Bioprocessing Environment	3
BPM 103	Laboratory Techniques I	1
BPM 110	Bioprocessing Measurements	4
BPM 214	Techniques in Bioproduction	4
CH 101	General Chemistry	4
CH 102	General Chemistry	4
		35

Bioprocessing Technology

Letter of Recognition (Career)

Provides an introductory level of training to prepare individuals to work as process operators in biological products manufacturing. Students will be introduced to concepts related to bioprocessing technology, and will learn basic laboratory skills, workplace safety and general regulations that apply to the bioprocessing industry.

Course		*Credits*
Departmental Requirements		
BPM 102	Bioprocessing Environment	3
BPM 103	Laboratory Techniques I	1
BPM 110	Bioprocessing Measurements	4
		8

Building Trades Technology

Certificate (Career)

Provides students with a comprehensive practical training in the areas involved in building trades technology. The student selects a track in Heating, Ventilation, and Air Conditioning (HVAC); Welding; or Electrical.

Please contact the program manager at 240.629.7985 for more information.

Select one of the following tracks:

Track 1: HVAC

Course		*Credits*
Departmental Requirements		
BLD 101	Introduction to Building Trades	3
BLD 109	Fundamentals of HVACR	4
BLD 110	Controls for HVACR	3
BLD 113	HVAC Installation & Troubleshooting	3
BLD 114	Fossil Fuels & Hydronic Heating	3
Optional		
CIS 101	Information Systems and Technology	(3)
		16

Track 2: Welding

Departmental Requirements		
BLD 101	Introduction to Building Trades	3
BLD 120	Welding Symbols & Blueprint Reading	2
BLD 121	Introduction to Welding	4
BLD 122	Advanced Welding: SMAW	4
Elective*		
BLD 125	Advanced Welding: GTAW or	
BLD 127	Advanced Welding: GMAW or	
BLD 128	Advanced Welding: SMAW 4G	3
*Students should check with an advisor before selecting their electives.		
Optional		
CIS 101	Information Systems and Technology	(3)
		16

Track 3: Electrical

Departmental Requirements		
BLD 101	Introduction to Building Trades	3
BLD 141	Fundamentals of Structural Wiring	4
BLD 142	Residential Electric	3
BLD 145	Commercial Electric	3
BLD 146	Specialized Systems	3
Optional		
CIS 101	Information Systems and Technology	(3)
		16

HVAC

Letter of Recognition (Career)

Prepares students with basic skills in Heating, Ventilation, and Air Conditioning.

Course		*Credits*
Departmental Requirements		
BLD 101	Introduction to Building Trades	3
BLD 109	Fundamental of HVACR	4
BLD 110	Controls for HVACR	3
		10

Welding

Letter of Recognition (Career)

Prepares students with basic skills in welding.

Course		*Credits*
Departmental Requirements		
BLD 121	Introduction to Welding	4
BLD 122	Advanced Welding: SMAW	4
		8

Electrical

Letter of Recognition (Career)

Prepares students with basic skills in electrical systems.

Course		*Credits*
Departmental Requirements		
BLD 101	Introduction to Building Trades	3
BLD 141	Fundamentals of Structural Wiring	4
BLD 142	Residential Electric	3
		10

Business Administration

A.A. Degree (Transfer)

For students seeking to complete the first two years of a four-year program. Completed coursework can then be transferred to a four-year institution where a bachelor's degree may be earned with the completion of additional coursework.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list)	Students should check with an advisor or the transfer institution before selecting their Mathematics course.	3
Social & Behavioral Sciences		
Two courses selected from two different disciplines (GenEd course list)	Students should check with an advisor or the transfer institution before selecting electives.	6
Arts & Humanities		
Arts Elective (GenEd course list)		3
Humanities Elective (GenEd course list)		3
Communications Elective (GenEd course list)		3
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list)		3
Biological & Physical Sciences Elective (Lab course) (GenEd course list)		4
Interdisciplinary & Emerging Issues		
CIS 101	Information Systems and Technology	3
PE/Health Requirement		1
Departmental Requirements		
ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II	3
BU 103	Introduction to Business	3
EC 201	Principles of Economics	3
EC 202	Principles of Economics	3
BU/MA 205	Business Statistics or MA 206 Elementary Statistics	3
Electives		10
		60

Students are able to meet all course requirements for this degree from the college's selection of online courses.

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A. in Business Administration and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471 or the Program Manager of the Business Administration program.

- University of Maryland College Park at Shady Grove Smith School of Business
- University of Maryland University College – B.S. Accounting
- University of Maryland University College – B.S. Business Administration
- University of Maryland University College – B.S. Human Resource Management

Business Management

A.A.S. Degree (Career)

Designed for students seeking immediate employment in entry-level management or management trainee positions upon completion of the program or for individuals desiring to start their own businesses. Although the majority of the coursework will transfer to other institutions, the program is oriented toward employment preparation.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list) (BU/MA 205 Business Statistics recommended)		3
Social & Behavioral Sciences		
HS 102	Human Relations (satisfies cultural competence requirement)	3
Arts & Humanities		
Communications Elective (GenEd course list)		3
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list)		3
Interdisciplinary & Emerging Issues		
CIS 101	Information Systems and Technology	3
Wellness Elective (GenEd course list)		3
PE/Health Requirement (Wellness elective satisfies this requirement)		
Departmental Requirements		
ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II	3
BU 103	Introduction to Business	3
BU 211	Business Law I	3
BU 227	Principles of Management	3
BU 273	Business Communications	3
CIS 111E	Microcomputer Software Apps: Spreadsheets or	
CIS 111R	Business Software Applications	3
EC 201	Principles of Economics (Macro)	3
EC 202	Principles of Economics (Micro)	3
Electives		
Take 12 credits from: Any BU or ACCT course not already taken, HOS 110, HOS 121, HOS 216, HOS 219, HOS 218, INTR 103, MDA 109, MDA 112, MDA 216, MDA 218, or MDA 220		12
		60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Business Management and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Maryland University College–B.S. Business Administration

Business Management

Certificate (Career)

Prepares students for entry level employment in careers requiring basic business and management skills.

Course		*Credits*
Departmental Requirements		
BU 103	Introduction to Business	3
CIS 101	Information Systems and Technology	3
ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II	3
EC 201	Principles of Economics (Macro)	3
EC 202	Principles of Economics (Micro)	3
EN 101	English Composition or	
BU 273	Business Communication	3
Any BU or ACCT course not taken above or Math Elective; Recommend BU 227 Principles of Management		3
		24

Entrepreneurship and Small Business Start-Up

Certificate (Career)

Prepares students who are interested in starting a small business or engaging in other entrepreneurial activities.

Course		*Credits*
Departmental Requirements		
BU 103	Introduction to Business	3
CIS 101	Information Systems and Technology	3
ACCT 101	Principles of Accounting I	3
EN 101	English Composition or	
BU 273	Business Communications	3
BU 109	Entrepreneurship and Small Business Enterprise	3
BU 225	Marketing	3
BU 227	Principles of Management	3
ACCT 111	Microcomputer Software Apps: Computerized Accounting or	
BU 223	Human Resources or	
BU 211	Business Law	3
		24

Healthcare Practice Management

Certificate (Career)

Prepares students for work as a medical practice manager.
Students must receive a "C" or better in all MDA courses.

Course		*Credits*
Departmental Requirements		
ACCT 101	Principles of Accounting I	3
BU 227	Principles of Management	3
BU 273	Business Communication	3
CIS 101	Information Systems and Technology	3
MDA 109	Medical Terminology	3
MDA 112	Medical Administrative Office Applications	3
MDA 216	Introduction to Medical Office Coding	3
MDA 218	Health Insurance Billing and Reimbursement	3
MDA 220	Introduction to Electronic Health Records	3
		27

Project Management

Certificate (Career)

Prepares students for entry level employment in careers requiring basic business and project management skills.

Course		Credits
Departmental Requirements		
BU 103	Introduction to Business	3
CIS 101	Information Systems and Technology	3
ACCT 101	Principles of Accounting I	3
EN 101	English Composition or	
BU 273	Business Communication	3
BU 227	Principles of Management	3
BU 290	Project Management	3
Electives	Any BU, ACCT, EC, or CIS 111E Spreadsheets (recommended)	6
		24

Business Basics

Letter of Recognition (Career)

Introduces students to the business environment; including management, human resources, marketing, planning, accounting, and computing.

Course		Credits
Departmental Requirements		
BU 103	Introduction to Business	3
ACCT 101	Principles of Accounting I	3
CIS 101	Information Systems and Technology	3
		9

Cardiovascular Technology

A.A.S. Degree (Career) Howard Community College Degree
Mid-Maryland Allied Healthcare Education Consortium

Prepares students to enter the allied health career field of cardiovascular technology to gather data and perform various cardiac and/or vascular diagnostic tests and procedures under the direction of a physician. The invasive technologist may be found in cardiac catheterization, blood gas, and electrophysiology laboratories. Working in the cardiac catheterization laboratory, operating area, and/or electrophysiology, the technologist utilizes x-ray and monitoring equipment in performing invasive diagnostic tests to determine the condition of the patient's heart. New therapeutic steps may be taken to treat an existing condition during the catheterization procedure. The program is accredited by the Joint Commission on Accreditation of Allied Health Education Programs. Graduates may apply to take the national certification examination to become a registered cardiovascular invasive specialist (RCIS).

This program is offered to Frederick Community College students through the Mid-Maryland Allied Healthcare Education Consortium. Students will typically complete most of the general education classes at Frederick Community College and then matriculate to Howard Community College to complete the Cardiovascular Technology courses. Students participating in consortium programs pay in-county rates at the institutions to which they matriculate. Contact Robin A. Becker-Cornblatt, assistant director of admissions, nursing and allied health programs at Howard Community College, 410.772.4137 or rbcornblatt@howardcc.edu for information.

- Students must earn a grade of "C" or better in EN 101.

Course		Credits
English		
EN 101	English Composition	3
Mathematics		
MA 111	Precalculus or	
MA 210	Calculus	4
Social & Behavioral Sciences		
SO 101	Introduction to Sociology	3
Arts & Humanities		
CMSP 103	Fundamentals of Speech or	
CMSP 107	Career Communications	3
Biological & Physical Sciences		
BI 101	General Biology or	
BI 120	Microbiology for Allied Health	4
BI 103	Anatomy & Physiology I	4
BI 104	Anatomy & Physiology II	4
PY 201	Fundamentals of Physics	4
PY 202	Fundamentals of Physics	4
Cardiovascular Technology *courses offered at Howard Community College*		
CARD 120	Rhythm Analysis and 12-lead ECG	2
CARD 121	Cardiovascular Assessment Skills Lab	3
CARD 122	Cardiac Anatomy and Pathophysiology	3
CARD 123	Hemodynamics	3
CARD 124	X-Ray Theory for Cardiovascular Technology	3
CARD 201	Cardiovascular Pharmacology	2
CARD 220	Cardiovascular Procedures	2
CARD 221	Diagnostic and Interventional Procedures	8
CARD 222	Advanced Intravascular Interventional Procedures	4
CARD 231	Applied Clinical Practicum	3
CARD 261	Clinical Internship	4
		70

A grade of "C" or better is required in cardiovascular, mathematics, and science courses. Admission to the cardiovascular technology program is based upon successful completion of specific courses in the degree program. Contact Howard Community College admissions office to schedule an information session regarding the cardiovascular technology program.

Computer Science

A.S. Degree (Transfer)

Provides a core of courses which enables the student to transfer to a four-year college and major in computer science. The program is designed to give broad coverage of both mathematics and computer science which is comparable to that offered in the first two years of a four-year college's computer science major with an emphasis on object-oriented design and programming.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
MA 210	Calculus I	4
Social & Behavioral Sciences		
	Social & Behavioral Sciences Elective (GenEd course list) (Electives must be from two disciplines)	6
Arts & Humanities		
	Arts Elective (GenEd course list)	3
	Humanities Elective (GenEd course list)	3
	Communications Elective (GenEd course list)	3
Biological & Physical Sciences		
	Biological or Physical Sciences Elective (Lab course) (GenEd course list)	4
	Biological or Physical Sciences Elective (GenEd course list)	3
Interdisciplinary & Emerging Issues		
CIS 106	Object Design & Programming	3
PE/Health Requirement		1
Departmental Requirements		
CIS 201	Computer Science I	4
CIS 202	Computer Science II	4
CIS 222	Computer Organization	4
	CIS Electives: Select from the following list: CIS 111J, CIS 111L, CIS 111M, CIS 140, CIS 170, CIS 179, CIS 180, OR any CIS 200-level course	9
	Mathematics Electives: Select credits from the following: MA 111, MA 130, MA 131, MA 202, MA 206 or MA 207, MA 211, MA 212, MA 213, MA 218	6
		60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.S. in Computer Science and who are looking for transfer opportunities. For more information, please contact CIS Program Manager, Dr. Andy Yao in C-222, or at ayao@frederick.edu or 301.846.2410.

- Connecticut College - B.S. Computer Science
- Hood College - B.S. Computer Science
- University of Maryland University College – B.S. Computer Science
- University of Maryland University College – B.S. Computer Networks and Cybersecurity
- University of Maryland University College – B.S. Software Development and Security

Computer Science Studies

Certificate (Transfer)

Transfer certificate option designed for students seeking early entry to a computer science bachelor's program or for students with an undergraduate degree seeking to enter a graduate program that requires preparation in computer science and mathematics.

Course		*Credits*
Departmental Requirements		
MA 210	Calculus I	4
CIS 106	Object Design & Programming	3
CIS 201	Computer Science I	4
CIS 202	Computer Science II	4
		15

Information Systems Management

Area of Concentration within the A.S. in Computer Science (Transfer)

Designed for students seeking to complete the first two years of a four-year degree program in information systems management.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
MA 206	Elementary Statistics	3
Social & Behavioral Sciences		
EC 201	Principles of Economics	3
	Social & Behavioral Sciences Elective (GenEd course list) (Other than EC)	3
Arts & Humanities		
	Arts Elective (GenEd course list)	3
	Humanities Elective (GenEd course list)	3
	Communications Elective (GenEd course list)	3
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	4
	Biological & Physical Sciences Elective (GenEd course list)	3
Interdisciplinary & Emerging Issues		
CIS 106	Object Design & Programming	3
PE/Health Requirement		1
Departmental Requirements		
ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II or	
EC 202	Principles of Economics	3
CIS 201	Computer Science I	4
CIS 203	Systems Analysis & Design	3
CIS 208	C++ Programming OR	
CIS 225	Computer Programming Language (A, B, C, D ...)	3
MA 201	Applied Calculus or	
MA 210	Calculus I	3
Electives	MA 202, CIS 111J, CIS 111L, CIS 111M, CIS 140, CIS 170, CIS 179, CIS 180 OR any CIS 200-level course. Students should check with their transfer school before selecting their electives.	9
		60

Transfer Note:

FCC has articulation agreements with the following institutions for students completing their Associate degree and who are looking for transfer opportunities. For more information, please contact CIS Program Manager, Dr. Andy Yao in C-222, or at ayao@frederick.edu or 301.846.2410.

- University of Maryland University College – B.S. Computer Science
- University of Maryland University College – B.S. Cybersecurity Management & Policy
- University of Maryland University College – B.S. Information Systems Management

Early Childhood Development

A.A.S. Degree (Career)

Prepares students to work in child care centers, Head Start programs, nursery schools, and for self employment as family child care providers or nannies. Program courses fulfill the educational requirements for senior staff, group leader, and director and also meet the Maryland child care credential and state requirements. A grade of "C" or better must be earned in all ED and ECD courses.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
PS 101	General Psychology	3
Arts & Humanities		
ASLS 102	American Sign Language I or	
LS 101	Introductory Spanish	3
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (GenEd course list)	3
General Education Elective (Select from GenEd course list)		
CIS 101	Information Systems and Technology	3
HE 201 or HE 204 recommended.		3
PE/Health Requirements (HE 201 or HE 204 satisfies this requirement)		1
Departmental Requirements		
ECD 101	Introduction to Early Childhood Education	3
ECD 104	Activities I for Children	3
ECD 106	Infant/Toddler Development & Care	3
ECD 107	Health, Safety and Nutrition	3
ECD 108	Activities for the School Age Child	3
ECD 210	Directed Practicum in Early Childhood or	
INTR 103	Internship	3
ECD 212	Administration of Child Development Centers	3
ECD 213	Understanding & Guiding the Young Child's Behavior	3
ECD 230	Language & Literacy Development in Early Childhood or	
ED 214	Processes & Acquisitions of Reading (targeted for transfer students)	3
ED 100	Child Development & Behavior	3
ED 203	Foundations of Special Education (satisfies cultural competence requirement)	3
CMSP 105	Small Group Communication (satisfies cultural competence requirement)	3
Electives		
	Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives.	3
		60

Early Childhood Development

Certificate (Career)

Prepares students to work in child care centers, Head Start programs, nursery schools, or for self employment as family child care providers or nannies by offering specialized courses in early childhood. It also provides core early childhood courses to professionals who are currently working in the early childhood field. Courses fulfill the educational requirements for senior staff, group leader, director of a small center and also meet the Maryland child care credential and state requirements.

A grade of "C" or better must be earned in all ED and ECD courses.

Course		*Credits*
Departmental Requirements		
ECD 101	Introduction to Early Childhood Education	3
ECD 104	Activities I for Children	3
ECD 106	Infant/Toddler Development & Care	3
ECD 107	Health, Safety and Nutrition	3
ECD 108	Activities for the School Age Child	3
ECD 210	Directed Practicum in Early Childhood or	
INTR 103	Internship	3
ECD 212	Administration of Child Development Centers	3
ECD 213	Understanding & Guiding the Young Child's Behavior	3
ECD 230	Language & Literacy Development in Early Childhood	3
ED 100	Child Development & Behavior	3
ED 203	Introduction to Special Education	3
		33

Child Care Preschool and School Age Teacher Training

Certificate (Career)

Prepares students to enter the workforce in early childhood development. The certificate targets four courses that are required to meet the educational requirements of the Maryland State Department of Education Office of Child Care. The certificate highlights the following positions: child care teacher of preschools, infant/toddler classrooms, and school age (before and after school programs). Students must complete each course with a "C" or better to receive this certificate.

Course		*Credits*
Departmental Requirements		
ECD 104	Activities I for Children	3
ECD 106	Infant/Toddler Development & Care	3
ECD 108	Activities for the School Age Child	3
ED 100	Child Development & Behavior	3
		12

Child Care Preschool Teacher

Letter of Recognition (Career)

Meets the educational requirements of the Maryland State Department of Education Office of Child Care for the position of child care preschool teacher. In this position, students can teach preschool children in various settings. Students must pass both courses with a "C" or better to receive the LOR.

Course		*Credits*
Departmental Requirements		
ECD 104	Activities I for Children	3
ED 100	Child Development & Behavior	3
		6

Education: Associate of Arts in Teaching

Early Childhood Education/Early Childhood Special Education

A.A.T. Degree (Transfer)

This curriculum is designed for students planning to transfer to an early childhood and/or special education teacher preparation program at a four-year college or university in the state of Maryland. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at a four-year institution. Students planning to transfer out of the state should consult with the Counseling & Advising Office as well as an academic advisor at their transfer school of choice.

Course		*Credits*
English		
EN 101	English Composition	3
EN 102	English Composition & Literature	3
Mathematics		
MA 207	Elementary Statistics with Probability	4
Social & Behavioral Sciences		
PS 101	General Psychology	3
HI 201	History of the United States or	
HI 202	History of the United States	3
GG 102	Cultural Geography (satisfies cultural competence requirement)	3
Arts & Humanities		
AR 100	Introduction to the Creative Arts	3
English Elective (GenEd course list)		3
Biological & Physical Sciences		
BI 100	Fundamental Concepts of Biology or	
BI 101	General Biology	4
PC 114	Contemporary Physical Science or	
PC 109	Physical Geology	4
PC 115	Introduction to Geoscience or	
PC 107	Introductory Astronomy	4
Interdisciplinary & Emerging Issues		
HE 204	Health Education	3
Other Requirements		
ECD 101	Introduction to Early Childhood Education	3
ECD 104	Activities I for Children	3
ED 100	Child Growth and Development	3
ED 203	Foundations of Special Education (satisfies cultural competence requirement)	3
ED 214	Processes and Acquisition of Reading	3
MA 105	Fundamental Concepts of Mathematics I	4
MA 106	Fundamental Concepts of Mathematics II	4
		63

A.A.T. requirements:

To earn the A.A.T., students must achieve a minimum of a 2.750 cumulative GPA and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Students must also provide the Registrar's Office with qualifying scores on one of the state-approved basic skills tests for future teachers. Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests.

Elementary Education/Elementary Special Education

A.A.T. Degree (Transfer)

This curriculum is designed for students planning to transfer to an elementary and/or special education teacher preparation program at a four-year college or university in the state of Maryland. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at a four-year institution. Students planning to transfer out of the state should consult with the Counseling & Advising Office as well as an academic advisor at their transfer school of choice.

Course		*Credits*
English		
EN 101	English Composition	3
EN 102	English Composition & Literature	3
Mathematics		
MA 207	Elementary Statistics with Probability	4
Social & Behavioral Sciences		
PS 101	General Psychology	3
HI 102	History of Western Civilization or	
HI 201	History of the United States or	
HI 202	History of the United States	3
GG 102	Cultural Geography (satisfies cultural competence requirement)	3
Arts & Humanities		
AR 100	Introduction to the Creative Arts	3
CMSP 103	Speech Fundamentals or	
CMSP 105	Small Group Communication (satisfies cultural competence requirement)	3
Biological & Physical Sciences		
BI 100	Fundamental Concepts of Biology or	
BI 101	General Biology	4
PC 114	Contemporary Physical Science	4
PC 115	Introduction to Geoscience	4
Interdisciplinary & Emerging Issues		
HE 204	Health Education	3
Other Requirements		
ED 102	Schools and Society	3
ED 202	Educational Psychology	3
ED 203	Foundations of Special Education (satisfies cultural competence requirement)	3
ED/PS 208	Human Growth and Development	3
ED 214	Processes and Acquisition of Reading	3
MA 105	Fundamental Concepts of Mathematics I	4
MA 106	Fundamental Concepts of Mathematics II	4
		63

A.A.T. requirements:

To earn the A.A.T., students must achieve a minimum of a 2.750 cumulative GPA and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Students must also provide the Registrar's Office with qualifying scores on one of the state-approved basic skills tests for future teachers. Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests.

English Education

A.A.T. Degree (Transfer)

This curriculum is designed for students planning to transfer to an English teacher preparation program at a four-year college or university in the state of Maryland. Students planning to transfer out of the state should consult with the Counseling & Advising Office as well as an academic advisor at their transfer school of choice.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
PS 101	General Psychology	3
ED 102	Schools & Society	3
Arts & Humanities		
	Arts Elective (GenEd course list)	3
EN 102	English Composition & Literature	3
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (lab course) (GenEd course list)	4
	Biological & Physical Sciences Elective (GenEd course list)	3
Interdisciplinary & Emerging Issues		
	Wellness Elective (GenEd course list)	3
	Choose from 1 category:	
	Computer Literacy Elective (GenEd course list)	
	Interdisciplinary Issues Elective (GenEd course list)	
	Multicultural Issues & Perspectives Elective (GenEd course list)	3
Other Requirements		
EN 201	British Literature or	
EN 202	British Literature	3
EN 203	American Literature or	
EN 204	American Literature or	
EN 230	African American Literature (satisfies cultural competence requirement)	3
EN 205	World Literature (satisfies cultural competence requirement) or	
EN 206	World Literature (satisfies cultural competence requirement)	3
EN 231	English Language Studies	3
ED 202	Educational Psychology	3
ED 203	Foundations of Special Education (satisfies cultural competence requirement)	3
HI	History Electives	6
PS 204	Psychology of Adolescence	3
	Free Elective	3
		63

A.A.T. requirements:

To earn the A.A.T., students must achieve a minimum of a 2.750 cumulative GPA and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Students must also provide the Registrar's Office with qualifying scores on one of the state-approved basic skills tests for future teachers. Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests.

Mathematics Education

A.A.T. Degree (Transfer)

This curriculum is designed for students planning to transfer to a mathematics teacher preparation program at a four-year college or university in the state of Maryland. Students planning to transfer out of the state should consult with the Counseling & Advising Office as well as an academic advisor at their transfer school of choice.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
MA 210	Calculus I	4
MA 211	Calculus II	4
Social & Behavioral Sciences		
PS 101	General Psychology	3
ED 102	School and Society	3
Arts & Humanities		
	Arts Elective (GenEd course list)	3
	Communications Elective (GenEd course list)	3
	Humanities Elective (GenEd course list)	3
Biological & Physical Sciences		
PY 203	Introductory Physics I	4
PY 204	Introductory Physics II	4
Interdisciplinary & Emerging Issues		
	Wellness Elective (GenEd course list)	3
	Choose from 1 category:	
	Computer Literacy Elective (GenEd course list) or Interdisciplinary Elective (GenEd course list) or Multicultural Issues & Perspectives Elective (GenEd course list)	3
Other Requirements		
ED 202	Educational Psychology	3
ED 203	Foundations of Special Education (satisfies cultural competence requirement)	3
MA 212	Calculus III	4
MA 218	Linear Algebra	3
PS 204	Psychology of Adolescence	3
Electives	(recommended to include MA 111 or MA 130/131, if needed, and PY 101 if there has been no previous coursework in physics)	6
		63

A.A.T. requirements:

To earn the A.A.T., students must achieve a minimum of a 2.750 cumulative GPA and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Students must also provide the Registrar's Office with qualifying scores on one of the state-approved basic skills tests for future teachers. Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests.

Spanish Education

A.A.T. Degree (Transfer)

This curriculum is designed for students planning to transfer to a Spanish teacher preparation program at a four-year college or university in the state of Maryland. Students planning to transfer out of the state should consult with the Counseling & Advising Office as well as an academic advisor at their transfer school of choice.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
PS 101	General Psychology	3
ED 102	Schools and Society	3
Arts & Humanities		
	Arts Elective (GenEd course list)	3
	Communications Elective (GenEd course list)	3
LS 101	Introductory Spanish I	3
LS 102	Introductory Spanish II	3
LS 201	Intermediate Spanish I (satisfies cultural competence requirement)	3
LS 202	Intermediate Spanish II (satisfies cultural competence requirement)	3
	Choose two consecutive courses in another language: LF, LG, LI, LL	6
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	4
	Biological & Physical Sciences Elective (GenEd course list)	3
Interdisciplinary & Emerging Issues		
	Wellness Elective (GenEd course list)	3
	Computer Literacy Elective (GenEd course list) or Interdisciplinary Elective (GenEd course list) or Multicultural Issues & Perspectives Elective (GenEd course list)	3
Other Requirements		
ED 202	Educational Psychology	3
ED 203	Foundations of Special Education (satisfies cultural competence requirement)	3
PS 204	Psychology of Adolescence	3
	Elective (LS 211 recommended)	3
		63

A.A.T. requirements:

To earn the A.A.T., students must achieve a minimum of a 2.750 cumulative GPA and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Students must also provide the Registrar's Office with qualifying scores on one of the state-approved basic skills tests for future teachers. Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests.

Teacher Preparation

Students wishing to teach in certification areas not covered by the A.A.T. programs can also begin their studies at FCC. Before transferring, future teachers are advised to take ED 102 (Schools and Society), achieve a minimum of a 2.750 cumulative GPA and have qualifying scores on one of the state-approved basic skills tests for future teachers. Course requirements vary widely by transfer school and teaching area. Therefore, students are strongly encouraged to consult the Education Department at their transfer institution as early as possible in order to plan their coursework at FCC.

Emergency Management Track I: FEMA Independent Study

A.A.S. Degree (Career)

Provides students with a broad education in emergency management. Focuses on preparedness and the skills needed to organize and lead emergency management operations.

After completing the required FEMA IS prerequisites, students enroll in modules 1A-6A (EM 1A, 2A, 3A, 4A, 5A, 6A). Modules are FCC online courses offered during the fall, spring, and summer semesters.

The process to transfer FEMA IS prerequisites to FCC takes place in three (3) environments.

1. FEMA website: Take FEMA IS courses online at http://training.fema.gov/is/crslist.aspx
2. EMI/Jacobs: Transfer FEMA IS courses to FCC college credit at www.em-study.com
3. Frederick Community College (FCC): Where FCC Modules are completed.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
	Social Science Elective (GenEd course list)	3
Arts & Humanities		
	Arts & Humanities Elective (GenEd course list)	3
Biological & Physical Sciences		
	Science Elective (GenEd course list)	3
General Education Elective	(Select from GenEd course list)	6
PE/Health Requirements		1
Departmental Requirements		
EM-1A Module One:	Foundations of Emergency Management	3
FEM 131	Principles of Emergency Management	
FEM 151	National Incident Management System (NIMS)	
FEM 205	Fundamentals of Management and Support Coordination of Federal Disaster Operations	
EM-2A Module Two:	Emergency Management Coordination	3
FEM 150	Incident Command System	
FEM 161	Emergency Operations Center	
FEM 215	Disaster Medical Coordination, Monitoring, and Surveillance	
EM-3A Module Three:	Leadership and Management	3
FEM 132	Introduction to Leadership and Influence	
FEM 133	Decision Making & Problem Solving	
FEM 134	Effective Communication	
EM-4A Module Four:	Planning and Response	3
FEM 140	Emergency Planning	
FEM 159	National Response Framework	
FEM 174	Disaster Response Operations	
EM-5A Module Five:	Emergency Management Mitigation	3
FEM 157	Hazard Mitigation	
FEM 173	Continuity of Operations Planning	
FEM 186	Hazard Mitigation and Disaster Workforce Basics	
EM-6A Module Six:	Recovery and Assessment	3
FEM 103	Community Disaster Exercise	
FEM 179	Emergency Management Recovery	
FEM 201	National Disaster Recovery Framework (NDRF) Overview	
Other Requirements		
INTR 103	Internship: Emergency Management Capstone	3
FEM Electives	(Select 7 credits from FEM courses not listed above)	7
Electives		10
		60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Emergency Management and who are looking for transfer opportunities. For more information, contact Sam Lombardo, Program Manager, 240.629.7952.

- University of Maryland University College (UMUC) – B.S. Public Safety Administration; B.S., Homeland Security

Emergency Management Track II: Residency Program

A.A.S. Degree (Career)

Provides students with a broad education in emergency management. Focuses on preparedness and the skills needed to organize and lead emergency management operations. Track II allows regional students to earn their degree in a hybrid format through a combination of online and on-campus courses. Students should consult with the Program Manager before enrolling.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
	Social Science Elective (GenEd course list)	3
Arts & Humanities		
	Arts & Humanities Elective (GenEd course list)	3
Biological & Physical Sciences		
	Science Elective (GenEd course list)	3
Interdisciplinary & Emerging Issues		
	Wellness Elective (GenEd course list)	3
General Education Electives	(Select from GenEd course list)	3
PE/Health Requirement (Wellness elective satisfies this requirement)		
Departmental Requirements		
ID 225	Disaster, Crisis, and Emergency Management	3
EM 102	Emergency Management Planning.	3
EM 104	Disaster Response and Recovery	3
EM 106	Mitigation and Hazard Management	3
EM 110	Federal Emergency Management	3
EM 120	Introduction to Homeland Security	3
EM 130	Integrated Emergency Management	3
EM 201	Research and Technology in Emergency Management	3
EM 203	Social Impacts of Disaster (satisfies cultural competence requirement)	3
EM 205	Emergency Management Leadership.	3
EM 210	Emergency Management Capstone	3
Electives		
	Elective Course	6
		60

Emergency Management

Certificate (Career)

Provides students with a broad education in emergency management. Focuses on preparedness and the skills needed to organize and lead emergency management operations.

After completing the required FEMA IS prerequisites, students enroll in modules 1A-6A (EM 1A, 2A, 3A, 4A, 5A, 6A). Modules are FCC online courses offered during the fall, spring, and summer semesters.

The process to transfer FEMA IS prerequisites to FCC takes place in three (3) environments.

1. FEMA website: Take FEMA IS courses online at http://training.fema.gov/is/crlist.aspx
2. EMI/Jacobs: Transfer FEMA IS courses to FCC college credit at www.em-study.com
3. Frederick Community College (FCC): Where FCC Modules are completed.

Course		*Credits*
EM-1A Module One: Foundations of Emergency Management		3
FEM 131	Principles of Emergency Management	
FEM 151	National Incident Management System (NIMS)	
FEM 205	Fundamentals of Management and Support Coordination of Federal Disaster Operations	
EM-2A Module Two: Emergency Management Coordination		3
FEM 150	Incident Command System (ICS)	
FEM 161	Emergency Operation Center (EOC)	
FEM 215	Disaster Medical Coordination, Monitoring, and Surveillance	
EM-3A Module Three: Leadership and Management		3
FEM 132	Introduction to Leadership and Influence	
FEM 133	Decision Making and Problem Solving	
FEM 134	Effective Communication	
EM-4A Module Four: Planning and Response		3
FEM 140	Emergency Planning	
FEM 159	National Response Framework (NRF)	
FEM 174	Disaster Response Operations	
EM-5A Module Five: Emergency Management Mitigation		3
FEM 157	Hazard Mitigation	
FEM 173	Continuity of Operations Planning	
FEM 186	Hazard Mitigation and Disaster Workforce Basics	
EM-6A Module Six: Recovery and Assessment		3
FEM 103	Community Disaster Exercise	
FEM 179	Emergency Management Recovery	
FEM 201	National Disaster Recovery Framework (NDRF) Overview	
Other Requirements		
FEM Electives	Select 8 credits from FEM courses not listed above	8
		26

Emergency Management

Letter Of Recognition (Career)

Provides students with a broad education in emergency management. Focuses on preparedness skills needed to organize and lead specialty emergency management areas.

After completing the required FEMA IS prerequisites, students enroll in selected modules. Modules are FCC online courses offered during the fall, spring, and summer semesters.

The process to transfer FEMA IS prerequisites to FCC takes place in three (3) environments.

1. FEMA website: Take FEMA IS courses online at http://training.fema.gov/is/crslist.aspx
2. EMI/Jacobs: Transfer FEMA IS courses to FCC college credit at www.em-study.com
3. Frederick Community College (FCC): Where FCC Modules are completed.

Course		*Credits*
Departmental Requirements		
FEM 131	Principles of Emergency Management	1
FEM 205	Fundamentals of Management and Support Coordination of Federal Disaster Operations	1
Select a module of instruction approved by the program manager. Modular exam must be passed.		4
		6

Note: After completing and converting each of the required FEM courses, students are required to enroll in and successfully complete the associated FCC Module course.

Emergency Medical Technician/Paramedic

A.A.S. Degree (Career) Howard Community College Degree
Mid-Maryland Allied Healthcare Education Consortium

This area of study prepares graduates to provide immediate care for the critically ill or injured at the site of an emergency. Emergency care is maintained during transport of patients to hospital settings. Instruction includes classroom and clinical experience. Successful completion of the program leads to eligibility to take state and national certification examinations in Emergency Medical Technician-Paramedic. Graduates are employed by fire and rescue organizations, hospitals, private ambulance companies, and other health care agencies. Current EMT certification* and all required prerequisite courses must be verified for enrollment in EMSP-160, along with proof of experience as an EMT as outlined by Code of Maryland (COMAR) regulations.

For more information, contact the FCC Counseling & Advising Office or the Health Sciences Division at Howard Community College, 443.518.1560.

- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list) (MA 206–Elementary Statistics recommended)		3
Social & Behavioral Sciences		
PS 101	General Psychology	3
Arts & Humanities		
CMSP 103	Speech Fundamentals	3
Biological & Physical Sciences		
BI 101	General Biology I or	
BI 120	Microbiology for Allied Health	4
BI 103	Anatomy & Physiology	4
BI 104	Anatomy & Physiology	4
Courses offered at Howard Community College		
HEAL 105	Drug Calculations	1
EMSP 160	Prevention and Management of Emergency Situations	6
EMSP 200	Airway, Patient Assessment and Trauma Management	9
EMSP 205	Medical Emergencies I	5
EMSP 210	Medical Emergencies II	9
EMSP 215	Medical Emergencies III	6
EMSP 230	Paramedic Internship and Evaluation	5
		65

A grade of "C" or better is required in all paramedic, mathematics, and science courses.

** EMT certification may be obtained by completing EMSP 106 and EMSP 107.*

Fire Service Administration

A.A.S. Degree (Career)

Prepares graduates to function as entry-level fire and emergency service providers as well as to provide the degree credential necessary for rank promotion and career advancement.

The Fire Service Administration program is open to any career or volunteer fire fighter. This program integrates general education coursework with the major components of the Division of Fire Rescue Services (DFRS) Fire/Rescue training curriculum. Students will complete a total of 60 credits, including 21 general education credits, 24 credits in supporting professional studies courses, and 15 credits through Fire/Rescue Department Career Recruit School courses. Certain courses are restricted to employees or volunteers of the Fire/EMS Department or an emergency services agency.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- Students should consult ARTSYS for transferability of courses within the University of Maryland System. http://artsys.usmd.edu/
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
	Social & Behavioral Sciences (GenEd course list)	3
Arts & Humanities		
	Arts & Humanities Elective (GenEd course list) (CMSP 105 or CMSP 107 recommended) (CMSP 105 satisfies cultural competence requirement)	3
Biological & Physical Sciences		
	Science Elective (GenEd course list) (BI 103, BI 117 or CH 101 recommended)	3
Interdisciplinary & Emerging Issues		
	HE 201–Stress Management	3
General Education Elective (Select from GenEd course list)		3
PE/Health Requirement (HE 201 satisfies this requirement)		
Departmental Requirements		
FSA 101	Fire Protection Systems	3
FSA 103	Fire Investigation and Analysis	3
FSA 105	Risk Assessment, Reduction, and Safety	3
FSA 107	Disaster Planning and Response	3
FSA 109	GIS and Technology for Fire Services	3
FSA 201	Fire and Emergency Services Administration	3
FSA 203	Principles of Fire Service Leadership	3
FSA 205	EMS Operations	3
Other Requirements		
FS 145-EMTB	Emergency Medical Technician Basic	6
FS 112-EVO	Emergency Vehicle Operator	2
FS 101-FFI	Firefighter I	3
FS 102-FFII	Firefighter II	2
FS 108-HMO	Hazardous Material Operations	1
FS 117-ICS	Incident Command System	1
		60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Fire Service Administration and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471 or the Program Manager of the Fire Service Administration program.

- University of Maryland University College – B.S. Public Safety Administration

Game and Simulation Development

A.A.S. Degree (Career)

Prepares graduates for a career in the interactive technology capacities, such as Multimedia Artist, Visual Efforts Artist, Interactive Content Designer, Interactive Media Designer, Digital Animator, Graphic Designer, Modeling & Simulation Engineer, Simulation Application Developer, Web Developer, Game Designer, Game Developer, and Application Programmer. Game design and development skills covered include animation, graphics, 3D modeling and simulation, game engines, user interfaces, game scripting, and game programming. Students will also learn programming languages, such as Java, C++, C#, and Python.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- Students should consult ARTSYS for transferability of courses within the University of Maryland System. http://artsys.usmd.edu/
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list) (MA 206-Elementary Statistics recommended)	3
Social & Behavioral Sciences		
	Social Science Elective (GenEd course list) (HS 102-Human Relations recommended - satisfies cultural competence requirement)	3
Arts & Humanities		
	Arts, Humanities, or Communications Elective (GenEd course list) (PH 208 or PH 101 recommended)	3
Biological & Physical Sciences		
	Biological or Physical Sciences Elective (GenEd course list)	3
Interdisciplinary & Emerging Issues		
CIS 106	Object Design and Programming	3
General Education Elective	(Select from GenEd course list)	3
PE/Health Requirement		1
Departmental Requirements		
CIS 175	Game Theory & Design	3
CIS 176	Game Creation	3
CIS 177	Interactive 3D Technology	3
CIS 178	3D Modeling & Animation	3
CIS 203	Systems Analysis & Design	3
CIS 225C	Mobile App Programming	3
CIS 226	Game Scripting	3
CIS 227	Game Programming	4
CIS 228	Simulation & Game Development	4
Other Requirements		
	(Select 9 credits from the following list of approved electives)	9
CAD 101	Introduction to AutoCAD I	3
CIS 101	Information Systems and Technology	3
CIS 111J	Web Page Development	3
CIS 111L	UNIX/Linux Operating System	3
CIS 116P	Photoshop	1
CIS 140	Java Programming	3
CIS 201	Computer Science I	4
CIS 202	Computer Science II	4
CIS 208	C++ Programming	3
CIS 222	Computer Organization	4
CIS 225A	Computer Programming Language: PHP	3
CIS 230	Database Management Systems	3
CMM 111	Communications Graphics I	3
INTR 101/INTR 102/INTR 103	Internship	1
		60

Game Programming

Certificate (Career)

Prepares students to develop interactive computer games on the Internet, mobile computers, and personal computers. This certificate targets students who wish to obtain the skills necessary to develop computer games using programming language, such as Java, C++, C#, and Python.

Course		*Credits*
Requirements		
CIS 106	Object Design & Programming	3
CIS 226	Game Scripting	3
CIS 227	Game Programming	4
CIS 228	Simulation & Game Development	4
CIS 208	C++ Programming or	
CIS 225C	Mobile App Development	3
		17

Computer Animation

Certificate (Career)

Introduces students to the current animation and modeling software, such as Blender, Autodesk 3ds Max, and Autodesk Maya. This certificate covers animation production, computer graphics, interactive 3D foundations, and 3D modeling & animation. Students will learn the skills necessary to work as a Digital Graphic Designer, Multimedia Designer, Digital Animator, or Character Rigger.

Course		*Credits*
Requirements		
CIS 106	Object Design & Programming	3
CIS 175	Game Theory & Design	3
CIS 176	Game Creation	3
CIS 177	Interactive 3D Technology	3
CIS 178	3D Modeling & Animation	3
Complete one of the following courses:		
CAD 101	Introduction to AutoCAD I	
CMM 111	Communications Graphics I	
CIS 101	Information Systems & Technology	
CIS 140	Java Programming	
CIS 208	C++ Programming	
CIS 226	Game Scripting	3
		18

General Studies

A.A. Degree (Transfer)

Designed for students who are exploring academic and career options that are not represented by another Frederick Community College program or who are undecided about their educational goals. Students who have a specific career or educational goal should consult with an academic advisor to select a degree program other than General Studies.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- Students should consult ARTSYS for transferability of courses within the University of Maryland System. http://artsys.usmd.edu/
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences (Electives must be from two disciplines)		
	Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities		
	Arts Elective (GenEd course list)	3
	Humanities Elective (GenEd course list)	3
	Communications Elective (GenEd course list)	3
Biological & Physical Sciences		
	Two courses, one of which must be a lab science (GenEd course list)	7
General Education Elective (Select from GenEd course list)		3
PE/Health Requirement (Wellness elective satisfies this requirement)		1
Other Requirements		
	Open Electives	29
	Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives.	
		60

Transfer Studies

Certificate (Transfer)

Provides students with maximum academic flexibility to meet transfer course requirements at four-year institutions. Students should meet with a counselor or advisor to select appropriate courses required by the transfer institution(s) of interest. All of the courses in this certificate may be used in the General Studies degree program.

Course	*Credits*
Departmental Requirements	
English Composition (GenEd course list)	3
Arts & Humanities (GenEd course list)	3
Mathematics (GenEd course list)	3
Science (GenEd course list)	3
Social Sciences (GenEd course list)	3
Electives*	15
	30

**Meet with a counselor or advisor to choose elective courses to fulfill additional general education requirements and/or academic major requirements of the transfer institution(s).*

Health Information Technology

A.A.S. Degree (Career) Carroll Community College Degree
Mid-Maryland Allied Healthcare Education Consortium

This program is designed to prepare students for employment as health information technicians in hospitals, nursing homes, ambulatory care facilities, physician offices, home health services, and other facilities which create and/or evaluate health records. This program of study is designed to combine general education and specialized courses to meet employment requirements in Health Information Technology. Students are expected to complete a core of General Education requirements in addition to the program requirements. For more information, contact Counseling & Advising or Anne Marani at 410.386.8265 or amarani@carrollcc.edu.

Course		*Credits*
English		
EN 101	English Composition	3
EN 102	English Composition and Literature	3
Mathematics		
	Mathematics Elective (GenEd course list) (MA 206–Elementary Statistics preferred)	3
Social & Behavioral Sciences		
	Social & Behavioral Sciences Elective (GenEd course list)	3
Arts & Humanities		
	Arts or Humanities Elective (GenEd course list)	3
Arts, Humanities, or Social & Behavioral Sciences		
	Arts, Humanities or Social/Behavioral Sciences Elective (GenEd course list)	3
Interdisciplinary & Emerging Issues		
	Interdisciplinary & Emerging Issues (GenEd course list) (HE 204 recommended)	3
Biological & Physical Sciences		
BI 107	Human Biology	4
Other Requirements		
CIS 111R CIS 101	Business Software Applications or Information Systems and Technology	3
MDA 109	Medical Terminology	3
Health Information Technology courses offered at Carroll Community College		
HIT 112	Healthcare Data Content and Structure	3
HIT 115	Pathophysiology and Pharmacology	4
HIT 121	Basic Diagnosis Coding	3
HIT 122	Basic Procedure Coding	3
HIT 201	Computer Applications in Healthcare	3
HIT 222	Advanced Coding Concepts	6
HIT 225	Healthcare Delivery Systems	3
HIT 223	Reimbursement Methodologies	3
HIT 270	Professional Practice in Health Information Technology	1
		60

Honors College

Honors is an enrichment program that can be incorporated into most transfer degree programs at FCC. Students who graduate from the Honors College, complete an honors independent study project, present at a conference, or earn service or leadership certificates gain a competitive advantage when applying for admission to selective four-year colleges and transfer scholarships.

Eligibility

Membership in the Honors College is by invitation. Students automatically qualify with the following test scores: SAT = 1100 overall (out of 1600) with at least 550 on verbal, or ACT = Reading 23+, or FCC placement exams = Honors level reading (103) and proficient college-level writing.

A writing sample may be requested. However, applicants with strong academic records (3.500 GPA) or faculty recommendations are encouraged to apply. We also offer an Open Campus membership for high school or home school students with a 3.500 GPA and a completed Honors College recommendation form. To apply, complete the Honors College Application and Honors Goal Survey, which are available in the Honors Office (H-245) and at www.frederick.edu, and submit as directed on the forms.

Expectations

Students are expected to pursue academic excellence and be engaged in the honors program, FCC, or the community. Any student whose GPA drops below 3.000 or violates FCC policy will no longer be in good standing with the Honors program. Students who started college poorly but whose recent work is honors caliber can apply to the honors coordinator for an exception.

Academic Opportunities

Your academic opportunities begin with Honors courses, which are designated with an "H" in the schedule. Because honors courses have the same core learning outcomes and content requirements as regular courses they are easily transferable. Honors courses are smaller (limit 15) and often operate as seminars with heavy class discussion. Some courses are linked so the same cohort of students is together in two classes that share blocks of time. All honors courses stress excellence in reading, writing, and research.

With permission of the instructor and the honors coordinator, Honors Contracts can be arranged for courses not in the schedule (e.g., MA 210 Calculus I). Contact the honors coordinator to request an Honors Contract application.

Students can conduct scholarly research or produce creative works through Honors Independent Study projects under the supervision of a faculty mentor. Students share their work with the campus community at the Honors Forum and are encouraged to present at student conferences. Each year one student may be nominated to compete for the Portz Award for Outstanding Honors Student at Two-Year Colleges, which is sponsored by the Maryland Collegiate Honors Council.

Engagement

We encourage students to engage in learning both inside and outside the classroom. To promote learning outside the classroom, all honors courses require students to attend co-curricular events. The Honors College also sponsors a variety of student organized activities each year, and the Center for Student Engagement at FCC offers even more engagement opportunities. With 25 service hours in two projects and a reflection paper, students can earn a service certificate. Leadership opportunities are available through the Honors Student Association, Phi Theta Kappa, and Honors College internships. Student leaders can also complete workshops and earn a leadership certificate.

Benefits

Besides honing your academic skills through active learning, some other benefits of participating in the Honors College are:

- use of the Honors Lounge (H-247);
- eligibility for honors internships and scholarships; and
- opportunities to earn student recognitions for excellence (Anne Slater Award for Honors Excellence; MCHC Portz Award for Outstanding Honors Student, All-USA Academic Team).

Transfer and scholarship benefits include:

- enhanced resume when applying for selective admission program at four-year colleges as well as scholarships;
- articulation agreement with the honors program at McDaniel College, which includes admission and tuition benefits; and
- articulation agreement with the honors program at Hood College, which includes admission and tuition benefits; and
- articulation agreement with the honors program at Towson University, which includes admission and tuition benefits.

Graduation

Students who complete 12 honors credits (3 honors credits must be at the 200-level with an honors research project or completion of an honors independent study project) with an overall grade point average (GPA) of 3.250 or higher are eligible to graduate from the Honors College. Graduates receive a notation on their transcripts recognizing this achievement. Further, at the graduation ceremony they wear an Honors College medallion and stand to be recognized. The transcript notation and color of the medallion are based on the student's grade point average at the time of graduation:

GPA	Transcript Notation	Medallion
3.250–3.490	Honors College	Bronze
3.500–3.749	Honors College – Honors	Silver
3.750–4.000	Honors College – High Honors	Gold

Contact

To learn more about how the Honors College can help you reach your goals, contact the Honors Coordinator, Dr. Bruce Thompson, in H-244 or at bthompson@frederick.edu or 301.846.2535.

Hospitality, Culinary and Tourism Institute

Culinary Arts and Supervision

A.A.S. Degree (Career)

Prepares students to assume positions as trained culinary professionals in a variety of settings including restaurants, hotels, resorts, clubs, catering, contract food service, health care facilities, and more. The course offerings emphasize the professional competencies necessary to meet industry standards. Upon completion of the program, students are immediately eligible to apply for Certified Culinarian® or Certified Pastry Culinarian® with the American Culinary Federation. Graduates should qualify for entry level positions such as lead line cook, station chef, assistant pastry chef, kitchen receiver/assistant kitchen manager, or catering associate. With experience, graduates may advance to positions such as sous chef, banquet chef, executive sous chef, executive chef, kitchen manager, food and beverage manager, or catering or banquet manager.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
	Social Science Elective (GenEd course list)(Recommend HS 102) (HS 102 satisfies Cultural Competence Requirement)	3
Arts & Humanities		
	Arts & Humanities Elective (GenEd course list)(Recommend CMSP 107)	3
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (GenEd course list) (Recommend BI 117)	3
Interdisciplinary & Emergency Issues		
HE 102	Nutrition in a Changing World	3
General Education Elective (Select from GenEd Course list)		3
PE/Health Requirement (HE 102 will satisfy the requirement)		
Departmental Requirements		
HOS 110	Introduction to Hospitality Management	3
HOS 111	Culinary Fundamentals	1
HOS 112	Culinary I	3
HOS 113	Culinary II	3
HOS 114	Culinary Baking	3
HOS 121	Sanitation and Food Safety	2
HOS 123	Purchasing & Cost Control	3
HOS 161	Event Management	3
HOS 210	Garde Manger	3
HOS 214	Advanced Baking & Pastry	3
HOS 216	Food and Beverage Operations	3
HOS 240	International and American Regional Cuisine	3
HOS 250	Restaurant Production and Service	3
INTR 103	Internship	3
		60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Culinary Arts and Supervision and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471 or the Program Manager at 301.624.2768.

- Stratford University – B.A. Culinary Management or B.A. Hospitality Management

Culinary Skills

Certificate (Career)

Designed to prepare students for entry-level cooking jobs in hotels, restaurants, supermarkets, country clubs, caterers, cafes and institutional kitchens. Basic hot and cold food preparation, production, presentation, and service skills are taught. Development of proper work habits, professionalism, and the practice of food safety and sanitation procedures are stressed.

Course		*Credits*
Departmental Requirements		
HOS 111	Culinary Fundamentals	1
HOS 112	Culinary I	3
HOS 113	Culinary II	3
HOS 114	Culinary Baking	3
HOS 121	Sanitation and Food Safety	2
HOS 123	Purchasing & Cost Control	3
HOS 214	Advanced Baking & Pastry	3
INTR 103	Internship	3
		21

Culinary Skills

Letter of Recognition (Career)

Designed to prepare students for entry-level prep/cooking/baking positions in commercial restaurant/foodservice kitchens, schools, health care facilities, grocery stores, resorts and clubs, hotels, and catering. Fundamental skills in preparation, primary cooking methods, and baking fundamentals are taught. Development of proper work habits, professionalism, and food safety and sanitation practices are stressed.

Course		*Credits*
Departmental Requirements		
HOS 111	Culinary Fundamentals	1
HOS 112	Culinary I	3
HOS 114	Culinary Baking	3
HOS 121	Sanitation and Food Safety	2
		9

Hospitality Management

A.A.S Degree (Career)

Prepares students as trained hospitality professionals in a variety of hospitality sectors including hotels, resorts, clubs, restaurants, convention centers, and tourism related businesses. With input from current hiring hospitality leaders, the program is designed to ensure that students will learn the practical skills needed to excel in the hospitality industry in areas such as tourism, lodging, food and beverage, and event planning. Students will apply what they learn through capstone projects and experience in an internship. The course offerings emphasize the professional competencies necessary to meet industry standards. Graduates should qualify for entry-level positions in the hospitality sector and, with experience, advance to managerial positions or continue on to four year academic programs. Upon completion of the program, students are immediately eligible to apply for certification as a Certified Guest Service Professional® (CGSP®) from the American Hotel and Lodging Educational Institute (AHLEI). With additional experience, graduates may be eligible to apply for certification as a Certified Hospitality Supervisor® (CHS®) from AHLEI.

- Students must complete their **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list)		3
Social & Behavioral Sciences		
Social Science Elective (GenEd course list) (Recommend HS 102) (HS 102 satisfies Cultural Competence requirement)		3
Arts & Humanities		
Arts & Humanities Elective (GenEd course list) (Recommend CMSP 107)		3
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list) (Recommend BI 117)		3
Interdisciplinary & Emerging Issues		
HE 102	Nutrition in a Changing World	3
General Education Elective (Select from GenEd course list)		3
PE/Health Requirement (HE 102 will satisfy this requirement)		
Departmental Requirements		
ACCT 100	Business Accounting	3
BU 223	Human Resource Management	3
BU 275	Fundamentals of Leadership	3
HOS 110	Introduction to Hospitality Management	3
HOS 111	Culinary Fundamentals	1
HOS 121	Sanitation and Food Safety	2
HOS 161	Event Management	3
HOS 163	Hospitality Operations	3
HOS 216	Food and Beverage Operations	3
HOS 218	Hospitality Information Systems	3
HOS 250	Restaurant Production and Service	3
HOS 261	Applied Hospitality Management	3
HOS 263	Hospitality Business Analysis	3
INTR 103	Internship	3
		60

Hospitality Management

Certificate (Career)*

Prepares students for employment as a manager in the hospitality industry.

Course		*Credits*
Departmental Requirements		
ACCT 100	Business Accounting	3
BU 223	Human Resource Management	3
BU 275	Fundamentals of Leadership	3
HOS 110	Introduction to Hospitality Management	3
HOS 121	Sanitation and Food Safety	2
HOS 161	Event Management	3
HOS 163	Hospitality Operations	3
HOS 261	Applied Hospitality Management	3
HOS 263	Hospitality Business Analysis	3
INTR 103	Internship	3
		29

**Note: Contact Program Manager for updated course information prior to registering.*

Hospitality Management

Letter of Recognition (Career)

Prepares students for entry-level front-line employment in the hospitality industry. Courses teach knowledge and marketable skills in the areas of guest services, communication, hospitality operations, event management, and sanitation and food safety.

Course		*Credits*
Departmental Requirements		
HOS 110	Introduction to Hospitality Management	3
HOS 121	Sanitation and Food Safety	2
HOS 161	Event Management	3
HOS 163	Hospitality Operations	3
		11

Medical Assistant

A.A.S. Degree (Career)

Designed to prepare students for work as entry-level assistants who perform administrative and clinical procedures in ambulatory settings such as physicians' offices, clinics, and group practices. Admission is restricted to students who have maintained a "C" or better in all prerequisite courses. Students must maintain a grade of "C" or better in all courses (excluding General Education courses) to graduate from the program.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics (GenEd Course List)		3
Social & Behavioral Sciences		
Social Science (GenEd Course List) (HS 102 recommended - satisfies cultural competence requirement)		3
Arts & Humanities		
Communications (GenEd Course List) (CMSP 105 recommended - satisfies cultural competence requirement)		3
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd Course List)		3
Interdisciplinary & Emergency Issues		
CIS 101	Information Systems and Technology	3
Wellness Elective (GenEd Course List)		3
PE/Health Requirement (Wellness elective satisfies this requirement)		
Departmental Requirements		
BU 273	Business Communications	3
MDA 101	Foundations of Medical Assisting I	3
MDA 102	Foundations of Medical Assisting II	3
MDA 104	Medical Assisting Clinical I	1
MDA 109	Medical Terminology	3
MDA 110	Pharmacology for Medical Office Practice	3
MDA 115	Phlebotomy Skills or	
MDA 112	Medical Administrative Office Applications	3
MDA 201	Medical Assisting Laboratory Procedures	3
MDA 202	Medical Assisting Clinical Skills	3
MDA 204	Medical Assisting Clinical II	2
MDA 216	Medical Coding Basics	3
MDA 218	Insurance Billing and Reimbursement	3
MDA 220	Electronic Health Records	3
MDA 222	Introduction to Federal Healthcare Programs and Laws	3
		60

Medical Assistant

Certificate (Career)

Prepares students in administrative and clinical medical procedures and provides a foundation in the principles and practices of asepsis, initial patient contact, patient care responsibilities, and patient education. Clinical duties include collecting and performing various laboratory tests, administering medications, and performing diagnostic procedures such as EKGs. Courses in medical software applications and medical administrative and clinical internships are included in this certificate. Students are engaged in classroom, hands-on and clinical learning environments. Students must maintain a grade of "C" or better in all MDA courses. Graduates will be qualified to take the national certification examination in medical assisting offered by the National Center for Competency Testing (NCCT).

Prospective students must apply for admission to the college through the Welcome Center, complete all placement tests through the Testing Center, send official transcripts (if applicable) to the registrar, and arrange for an advising appointment with the Medical Assisting Program Manager.

Courses in this program can be used to meet the elective requirements of the A.A. degree in general studies.

Course		*Credits*
Departmental Requirements		
CIS 101	Information Systems and Technology	3
MDA 101	Foundations of Medical Assisting I	3
MDA 102	Foundations of Medical Assisting II	3
MDA 104	Medical Assisting Clinical I	1
MDA 109	Medical Terminology	3
MDA 110	Pharmacology for Medical Office Practice	3
MDA 115	Phlebotomy for Allied Health or	
MDA 112	Medical Administrative Office Applications	3
MDA 201	Medical Assisting Laboratory Procedures	3
MDA 202	Medical Assisting Clinical Skills	3
MDA 204	Medical Assisting Clinical II	2
MDA 220	Electronic Health Records	3
		30

Healthcare Practice Management

Certificate (Career)

Prepares students for work as a medical practice manager.

Students must receive a "C" or better in all MDA courses.

Course		*Credits*
Departmental Requirements		
BU 273	Business Communication	3
CIS 101	Information Systems and Technology	3
ACCT 101	Principles of Accounting I	3
BU 227	Principles of Management	3
MDA 109	Medical Terminology	3
MDA 112	Medical Administrative Office Applications	3
MDA 216	Introduction to Medical Office Coding	3
MDA 218	Health Insurance Billing and Reimbursement	3
MDA 220	Introduction to Electronic Health Records	3
		27

Medical Scribe

Letter of Recognition (Career)

Introduces students to medical information management. The medical scribe specializes in charting physician-patient encounters in real-time during medical exams in a clinic, physician office, urgent care or emergency room.

Students must receive a "C" or better in all MDA courses.

Course		*Credits*
Departmental Requirements		
MDA 109	Medical Terminology	3
MDA 112	Medical Administrative Office Applications	3
MDA 220	Introduction to Electronic Health Records	3
		9

Nuclear Medicine Technology

A.A.S. Degree (Career)

Prepares students as entry-level nuclear medicine technologists in a specialized area of diagnostic imaging which includes both body structure and function. Nuclear medicine technologists perform procedures to assist physicians in the diagnosis and treatment of patients. Recently the nuclear medicine field has expanded to include molecular imaging using positron emission tomography (PET), and fusion imaging using hybrid scanners, such as PET/CT and SPECT/CT.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
MA 130	College Algebra	3
MA 206	Elementary Statistics	3
Arts & Humanities		
CMSP 105	Small Group Communication (satisfies Cultural Competence requirement)	3
Social & Behavioral Sciences		
PS 101	General Psychology	3
Biological & Physical Sciences		
BI 103	Anatomy & Physiology	4
BI 104	Anatomy & Physiology	4
CH 101	General Chemistry	4
PY 101	Survey of Physics	3
PE/Health Requirement		1
Departmental Requirements		
NM 100	Physics and Radiation Safety in Nuclear Medicine Technology	5
NM 102	Nuclear Medicine Technology	3
NM 103	Nuclear Medicine Techniques I	4
NM 104	Clinical Nuclear Medicine I	1
NM 105	Nuclear Medicine Techniques II	3
NM 107	Instrumentation and Computers in Nuclear Medicine Technology	4
NM 202	Clinical Nuclear Medicine II	2
NM 203	Radiopharmacy and Radiation Chemistry	2
NM 204	Clinical Nuclear Medicine III	4
NM 205	Professional Development	2
MDA 108	Basic Medical Terminology	1
		62

*In order to meet the new demands within the field accepted student will dedicate three (3) semesters or 12 months to the NMT curriculum and the two (2) semesters (6 months) to the dedicated CT curriculum. Upon completion students will earn an A.A.S in Nuclear Medicine Technology and a certificate in Computed Tomography. Graduates will be qualified to take the national certification exams for nuclear medicine technology and the post primary certification in Computed Tomography. The combination of focus meets the expanding needs of nuclear medicine technology that includes dual modality imaging. Prerequisites for this program include EN 101, BI 103, BI 104, CH 101, MA 130, MA 206, PY 101 and MDA 109. All courses require a grade of "C" or better. See page 10 for application information.

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Nuclear Medicine Technology and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Baltimore–B.S. Health Systems Management
- University of Baltimore at Shady Grove–B.S. Health Systems Management

Nuclear Medicine Technology

Certificate (Career)

Prepares students as entry-level nuclear medicine technologists in a specialized area of diagnostic imaging which includes both body structure and function. Nuclear medicine technologists perform procedures to assist physicians in the diagnosis and treatment of patients. Recently the nuclear medicine field has expanded to include molecular imaging using positron emission tomography (PET), and fusion imaging using hybrid scanners, such as PET/CT and SPECT/CT.

Course		*Credits*
Departmental Requirements		
NM 100	Physics and Radiation Safety in Nuclear Medicine Technology	5
NM 102	Nuclear Medicine Technology	3
NM 103	Nuclear Medicine Techniques I	4
NM 104	Clinical Nuclear Medicine I	1
NM 105	Nuclear Medicine Techniques II	3
NM 107	Instrumentation and Computers in Nuclear Medicine Technology	4
NM 202	Clinical Nuclear Medicine II	2
NM 203	Radiopharmacy and Radiation Chemistry	2
NM 204	Clinical Nuclear Medicine III	4
NM 205	Professional Development	2
		30

*In order to meet the new demands within the field accepted student will dedicate three (3) semesters or 12 months to the NMT curriculum and the two (2) semesters (6 months) to the dedicated CT curriculum. Upon completion students will earn a Certificate in Nuclear Medicine Technology and in Computed Tomography. Graduates will be qualified to take the national certification exams for nuclear medicine technology and the post primary certification in Computed Tomography. The combination of focus meets the expanding needs of nuclear medicine technology that includes dual modality imaging. Prerequisites for this program include EN 101, BI 103, BI 104, CH 101, MA 130, MA 206, PY 101 and MDA 109. All courses require a grade of "C" or better. See page 10 for application information.

Computed Tomography Certification

Certificate (Career)

Prepares students as entry-level CT technologists who are responsible for operating sophisticated equipment, performing venipuncture, and monitoring patient's radiation dose. Computed Tomography Technologist (CT) uses x-rays and a computer to acquire a set of data from multiple angles around the patient's body and produce high-resolution cross-sectional images, known as tomographic slices. Innovations, including spiral/helical and multi-slice CT, mean that CT is a rapid technique with many applications. Students pursuing post-primary pathway certification in CT must hold primary pathway registration with the ARRT (or in some cases, NMTCB) in an appropriate discipline and document completion of specific clinical experience requirements or be currently enrolled in the Nuclear Medicine Technology Program.

Course		*Credits*
Departmental Requirements		
NM 220	CT Principles & Instrumentation	3
NM 222	Cross-sectional Anatomy	3
NM 224	CT Protocols & Applications	3
NM 226	Computed Tomography Clinical Practicum	3
		12

Note: Students pursuing post-primary pathway certification in CT must hold primary pathway registration with the ARRT (or in some cases, NMTCB) in an appropriate discipline and document completion of specific clinical experience requirements or be currently enrolled in the Nuclear Medicine Technology Program.

Nursing

A.S. Degree (Career)

The program is approved by the Maryland Board of Nursing, 4140 Patterson Avenue, Baltimore Maryland, 21215 410.585.1900). The program is accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326 404.975.5000). Upon successful completion of the curriculum, the graduate is eligible to take the examination for registered nurse licensure.

Graduates are prepared to give competent, safe nursing care to clients in hospitals, nursing homes and other comparable health agencies under the supervision of more experienced practitioners, and with experience and further preparation, should be able to assume increasing responsibility in nursing. High school preparation for the nursing program should include algebra, advanced biology, chemistry and data processing. Enrollment in the nursing program is limited by the availability of clinical facilities.

Admission to the program is competitive and, generally, priority is given to residents of Frederick County. Applications for admission to the nursing program should be completed by February 1 for the day option (fall admission) or September 15 for the evening/weekend option (spring admission). This includes applying for admission to the college through the Welcome Center, completion of placement tests and arranging an interview with the allied health advisor. Visit frederick.edu/nursing for more information on the selective admissions process.

The associate degree nursing program is seldom completed in fewer than three years by full-time students. Because of prerequisite courses and the demands of clinical experiences and family responsibilities, most students will be enrolled in the program for four years. Students who drop out for any reason may be readmitted on a space available basis and should contact the director of nursing education as soon as possible.

Information about tuition, fees and completion time may be obtained from the Welcome Center or the allied health advisor. Conviction of a felony or misdemeanor may prohibit students from taking the nursing licensure exam. Please see the director of nursing education prior to enrolling as a nursing major to discuss options. Students are required to obtain criminal background checks before starting clinical coursework.

A grade of "C" or better must be earned in all courses in the nursing program.

If the student's knowledge of biological and chemical principles is deficient, BI 55 (Preparation for Allied Health) will be required.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list) (Check with an advisor or transfer institutions before selecting a math elective)	3
Social & Behavioral Sciences		
PS 101	General Psychology	3
SO 101	Introduction to Sociology	3
ED/PS 208	Human Growth & Development	3
Arts & Humanities		
	Arts Elective (GenEd course list)	3
	Humanities Elective (GenEd course list)	3
	Communications Elective (CMSP required) (GenEd course list)	3
Biological & Physical Sciences		
BI 103	Anatomy & Physiology	4
BI 104	Anatomy & Physiology	4
BI 120	Microbiology for Allied Health or	
BI 203	Elements of Microbiology	4
PE/Health Requirement		1

Departmental Requirements

NU 101	Introduction to Clinical Nursing (satisfies cultural competence requirement)	6
NU 105	Pharmacology for Nurses	2
NU 211	Medical-Surgical Nursing I	7
NU 212	Medical-Surgical Nursing II	4
NU 213	Medical-Surgical Nursing III	4
NU 214	Psychiatric/Mental Health Nursing	3
NU 216	Preparation for Practice	2
NU 218	Maternal, Child, and Family Nursing	5
		70

All degree-seeking students must complete a Cultural Competency course in order to graduate. NU 101–Introduction to Clinical Nursing satisfies this requirement.

RN To BSN

Frederick Community College participates in the Maryland Articulation Model that was revised in fall 2003. A maximum of 70 non-nursing credits will be accepted. Transfer of nursing credits will not be necessary as 30 upper division nursing credits will awarded by the baccalaureate institution based on a valid unencumbered Maryland nursing license.

LPN To ADN

Transition courses (LPN to ADN) have been developed to allow an LPN to complete the ADN program in a shorter amount of time. The LPN must first complete all general education requirements of the ADN program. Admission to this program is competitive and is based on the same point system for the ADN program. Visit www.frederick.edu/nursing for details

See allied health advisor for further information.

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.S. in Nursing and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- Capella University – BS Nursing
- Drexel University – B.S. Nursing on-line degree program
- Frostburg University – B.S. Nursing
- Chamberlain College – B.S. Nursing
- University of Maryland University College – B.S. Nursing
- Towson University – B.S. Nursing

Paralegal

A.A.S. Degree (Career)

Provides students interested in the paralegal profession or pre-law with specialized legal training to enable them to: understand ethical obligations and professionalism; gather and analyze facts relevant to legal disputes; perform legal research; draft legal documents; prepare witnesses and evidence for presentation at legal proceedings. The paralegal may not practice law and so must work under the direction of an attorney who is licensed to practice.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list)		3
Social & Behavioral Sciences		
Social & Behavioral Sciences Elective (GenEd course list)		3
Arts & Humanities		
Arts & Humanities Elective (GenEd course list)		3
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list)		3
Interdisciplinary & Emergency Issues		
Wellness Elective (GenEd Course List)		3
General Education Electives (Select from GenEd course list)		6
PE/Health Requirement (Wellness elective satisfies this requirement)		
Departmental Requirements		
LA 100	Introduction to Law	3
LA 103	Ethics for the Legal Professional	3
LA 104	Contracts	3
LA 105	Torts	3
LA 106	Law & Technology	3
LA 110	Legal Research	3
LA 120	Legal Writing & Documents	3
LA 220	Evidence & Procedure (Civil)	3
Electives (select 4 courses from the following)		12
LA 210 Estates & Probate (3)		
LA 230 Law of the Real Estate Business (3)		
LA 240 Family Law (3)		
CJ 110 Criminal Law (3)		
CJ 220 Criminal Evidence & Procedure (3)		
BU 211 Business Law (3)		
INTR 103 Internship (3)		
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Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Paralegal and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471. Note: Pre-Law Option - Paralegal programs are one of many options for students interested in law school. The FCC Paralegal Program curriculum covers the same substantive and procedural courses offered at law schools. Legal analysis (critical thinking), writing, technology, ethics, and professionalism are infused into all legal specialty classes. The Program Manager, a full-time faculty member, serves as a pre-law advisor and assists students with the law school applications process.

- University of Maryland University College–B.S. Legal Studies

Paralegal

Certificate (Career)

Designed for individuals already working in the field as a paralegal who wish to acquire a college credential. Also provides specialized legal training to individuals who may already have a degree in another field or to individuals interested in pre-law.

- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
Departmental Requirements		
EN 101	English Composition	3
LA 100	Introduction to Law	3
LA 103	Ethics for the Legal Professional	3
LA 104	Contracts	3
LA 105	Torts	3
LA 106	Law & Technology	3
LA 110	Legal Research	3
LA 120	Legal Writing & Documents	3
LA 220	Evidence & Procedure (Civil)	3
Select one course from the following:		
LA 210 Estates & Probate (3)		
LA 230 Law of the Real Estate Business (3)		
LA 240 Family Law (3)		
CJ 110 Criminal Law (3)		
CJ 220 Criminal Evidence & Procedure (3)		
BU 211 Business Law I (3)		
INTR 103 Internship (3)		3
		30

Physical Therapist Assistant

A.A.S. Degree (Career) Carroll Community College Degree
Mid-Maryland Allied Healthcare Education Consortium

The physical therapist assistant is a dynamic healthcare professional working under the supervision of a physical therapist. The PTA can work with children, athletes, older adults, or in a setting that provides a variety of experiences.

The physical therapist assistant works according to the scope of practice defined by the licensing board in the state in which they practice. In all settings, the physical therapist assistant participates in programs and procedures to maximize each person's potential. PTA's spend most of their time one-on-one with their patients and their families working to achieve maximum independence. The physical therapist assistant utilizes a wide variety of techniques to address their patient's needs and achieve their patient's goals.

This is a competitive admissions program. See Counseling & Advising and/or Carroll Community College's website for more information. This program is part of the Mid-Maryland Allied Healthcare Education Consortium. As such, FCC students will pay in-county tuition even after transferring to Carroll Community College, and may receive special consideration in the competitive admissions process.

For questions about the clinical program, contact Sharon Reid at 410.386.8259 or sreid@carrollcc.edu

- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list)		3
Social & Behavioral Sciences		
PS 101	General Psychology	3
Arts & Humanities		
Arts, Humanities, or Communications Elective (GenEd course list)		3
Biological & Physical Sciences		
BI 101	General Biology I	4
BI 103	Anatomy & Physiology I	4
BI 104	Anatomy & Physiology II	4
Departmental Requirements		
Physical Therapist Assistant courses offered at Carroll Community College		
PTA 099	Neuromuscular Anatomy Skills and Palpitation (optional)	0
PTA 101	The Role of the Physical Therapist Assistant	3
PTA 111	Clinical Science 1	6
PTA 113	Modalities	3
PTA 121	Neuroanatomy and Neurophysiology	3
PTA 212	Clinical Science 2	6
PTA 213	Treating Special Populations	6
PTA 221	Pain and Pathology	3
PTA 231	Overview of Special Populations	3
PTA 241	Clinical Arts 1	4
PTA 242	Clinical Arts 2	4
PTA 243	Clinical Arts 3	4
		69

Police Science

A.A.S. Degree (Career)

Prepares Maryland law enforcement officials to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. The diverse, ever-growing population of our state requires increasing numbers of law enforcement officials to be skilled at communicating, problem-solving, conflict resolution, and diversity awareness, in addition to being physically strong. The key to creating and maintaining this type of professional law enforcement official is education.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list)		3
Arts & Humanities		
CMSP 103	Speech Fundamentals	3
Biological & Physical Science		
Biological & Physical Sciences Elective (lab course) (GenEd course list)		4
Social & Behavioral Sciences		
Social & Behavioral Sciences Elective (GenEd course list)		3
Interdisciplinary & Emergency Issues		
HE 201	Stress Management	3
General Education Elective (GenEd course list)		3
PE/Health Requirement (HE 201 satisfies this requirement)		
Departmental Requirements		
CJ 101	Introduction to Criminal Justice	3
CJ 106	Police-Community Relations * or	
HS 102	Human Relations (satisfies cultural competence requirement)	3
CJ 110	Criminal Law	3
CJ 204	Police Operational Services	3
CJ 108	Serial Killers: Psychosocial Perspectives ** or	
CJ 212	Criminalistics *	3
CJ 220	Criminal Evidence and Procedure	3
CJ 221	Police Defense Tactics *	5
CJ 222	Police Arsenal and Procedures *	5
CJ 223	Emergency Vehicle Operations Course (EVOC) *	3
CJ 214	The Correctional Process or	
CJ 224	Awareness Training for Weapons of Mass Destruction * or	
ID 225	Disaster, Crisis and Emergency Management	3
SO 201	Criminology	3
Elective**	(If CJ 108 is taken instead of CJ 212, a one (1) credit course must be added to the curriculum, such as FEM 150)	1
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** Offered through the Recruit Police Academy Program*

Transfer Note:
FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Police Science and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471 or the Public Safety Programs Manager.

- University of Maryland University College–B.S. Criminal Justice
- Mount Saint Mary's University–B.A. Criminal Justice
- Capella University–BS Public Safety

Respiratory Care

A.A.S. Degree (Career)

Prepares students to assume responsible positions as part of the Health Care Team. Focuses on the use of objective scientific data as well as theory to guide students to solve complex problems in the clinical setting. Students receive specialized education in the areas of diagnosis, treatment, management, and preventative care for patients with cardiopulmonary disorders. Respiratory Care students participate in various classroom, laboratory, and clinical experiences. The laboratory experience provides the opportunity for hands on experience in preparation for clinical practice in diverse clinical settings. A grade of "C" or better must be earned in all courses. Upon completion of the program, the student is eligible to sit for the National Registry Examination administered by the National Board for Respiratory Care (N.B.R.C.). The program is accredited by the Commission on Accreditation for Respiratory Care (CoARC),1248 Harwood Road, Bedford, Texas 76021-4244; 817.283.2835.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list)		3
Social & Behavioral Sciences		
PS 101	General Psychology	3
Arts & Humanities		
CMSP 105	Small Group Communication (satisfies cultural competence requirement)	3
Biological & Physical Sciences		
BI 103	Anatomy & Physiology	4
BI 104	Anatomy & Physiology	4
BI 120	Microbiology for Allied Health	4
PE/Health Requirement		1
Departmental Requirements		
RC 100	Introduction to Respiratory Care	2
RC 102	Fundamentals of Respiratory Care	4
RC 103	Pharmacology	3
RC 104	Gas Exchange Physiology	2
RC 105	Cardiopulmonary & Renal Anatomy & Physiology	3
RC 107	Principles of Mechanical Ventilation	4
RC 109	Clinical Practicum I	2
RC 110	Clinical Practicum II	2
RC 202	Neonatal & Pediatric Respiratory Care	3
RC 203	Pulmonary Rehabilitation & Home Care	2
RC 204	Cardiac Monitoring & Diagnostics	4
RC 205	Professional Seminar	2
RC 206	Pulmonary Diagnostics	2
RC 207	Cardiopulmonary & Renal Pathophysiology Review	3
RC 208	Clinical Practicum III	2
RC 209	Clinical Practicum IV	2
		67

Sign Language Interpreter Preparatory Program

A.A.S Degree (Career)

Prepares students to work as an entry-level sign language interpreter to facilitate and mediate communication between Deaf/hard of hearing and hearing people. Students will develop skills both receptive and expressive American Sign Language. Students will experience a variety of learning environments, including classroom work, laboratory practice and field placement. Students will be required to have both in-class and out-of-class experience with members of the Deaf community to further develop ASL fluency and cultural competency. Upon graduation, students will be prepared to work as an entry-level interpreter in the field or to continue their studies at a four-year institution.

* Students are required to take the American Sign Language Proficiency Interview (ASLPI) before applying for the program. A score of 2.0 or higher is required for acceptance into the program. Students who do not have a proficiency in the language should meet with the Program Manager or an Advisor for assistance in enrolling in the ASL Studies Certificate to acquire the needed language proficiency to take the ASLPI.
* Students are required to maintain a C or higher in all ITR courses in order to continue in the program.

- Students must complete their **English and Mathematics** within the first 24 credits.
- One course must meet the c**ultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS)before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list) (recommend MA 206)	3
Social & Behavioral Sciences		
	Social Science Elective (GenEd course list) (recommend PS 101, SO 101, or HS 102)	3
Arts & Humanities		
	ASLS 203 American Sign Language IV (if ASLS 203 not needed, recommend CMSP 105)	3
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (GenEd course list) (recommend BI 107)	3
General Education Electives		
	ASLS 106 Introduction to Deaf Community and History (satisfies cultural competence requirement)	3
	(GenEd course list) (recommend CMSP 103, SO 102, or SO 212)	3
PE/Health Requirement		1
Departmental Requirements		
	ASLS 211 ASL Linguistics	3
	ITR 104 Introduction to Interpreting	3
	ITR 110 Interactive Discourse Analysis	3
	ITR 112 Foundations of Interpreting	3
	ITR 114 Consecutive Interpreting	3
	ITR 212 ASL to English I	3
	ITR 214 English to ASL I	3
	ITR 216 Transliterating I	3
	ITR 222 ASL to English II	3
	ITR 224 English to ASL II	3
	ITR 226 Transliterating II	3
	ITR 230 Internship Seminar & Interpreting Environment	2
	INTR 103 Internship	3
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To meet the Career Goal of becoming an ASL Interpreter:

- Step One: complete the American Sign Language Studies Certificate (allows the student to become proficient in ASLS to meet the prerequisite for the A.A.S. program).
- Step Two: complete the Interpreter Preparatory Program A.A.S.

Sign Language Interpreter Preparatory Program

Certificate (Career)

Prepares students to work as an entry-level sign language interpreter to facilitate and mediate communication between Deaf/hard of hearing and hearing people. Students will develop skills both receptive and expressive American Sign Language. Students will experience a variety of learning environments, including classroom work, laboratory practice and field placement. Students will be required to have both in-class and out-of-class experience with members of the Deaf community to further develop ASL fluency and cultural competency. Upon graduation, students will be prepared to work as an entry-level interpreter in the field or to continue their studies at a four-year institution.

* Students are required to take the American Sign Language Proficiency Interview (ASLPI) before applying for the program. A score of 2.0 or higher is required for acceptance into the program. Students who do not have a proficiency in the language should meet with the Program Manager or an Advisor for assistance in enrolling in the ASL Studies Certificate to acquire the needed language proficiency to take the ASLPI.

* Students are required to maintain a C or higher in all ITR courses in order to continue in the program.

Course		*Credits*
Department Requirements		
	ASLS 106 Introduction to Deaf Community and History	3
	ASLS 211 ASL Linguistics	3
	ITR 104 Introduction to Interpreting	3
	ITR 110 Interactive Discourse Analysis	3
	ITR 112 Foundations of Interpreting	3
	ITR 114 Consecutive Interpreting	3
	ITR 212 ASL to English I	3
	ITR 214 English to ASL I	3
	ITR 216 Transliterating I	3
	ITR 222 ASL to English II	3
	ITR 224 English to ASL II	3
	ITR 226 Transliterating II	3
	ITR 230 Internship Seminar & Interpreting Environment	2
	INTR 103 Internship	3
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Social Sciences

A.A. Degree (Transfer)

The Associate of Arts in Social Sciences degree trains students to analyze and understand human society and social relationships, and prepares them to transfer to four-year institutions in Social Sciences disciplines. Training in the social sciences prepares students for a wide range of careers and leadership roles in business, non-profits, education, government, and social services. Disciplines within the Social Sciences include Anthropology, Criminal Justice, Economics, Education, Geography, History, Human Services, Law, Political Science, Psychology, Public Policy, and Sociology. Some students will choose an approved Area of Concentration, while others will explore Social Sciences disciplines more generally.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list) (recommend PH 205)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list)	7
General Education Elective (Select from GenEd course list)	3
PE/Health	1
Electives	28

Take a minimum of 15 credits of Social Science electives from any of the disciplines listed below. A minimum of 6 credits must be in the same discipline. It is imperative that students consult with an advisor before registering to maximize transfer of coursework.

- Anthropology (AN)
- Criminal Justice (CJ)
- Economics (EC)
- Education (ED)
- Geography (GG)
- Government & Politics (PI)
- History (HI)
- Human Services (HS)
- Psychology (PS)
- Sociology (SO)

- Students majoring in the Associate of Arts in Social Science without an Area of Concentration should follow the curriculum outlined above and will have 13 unrestricted elective credits.
- Students majoring in an Area of Concentration will follow the curriculum of their major (Addictions Counseling; Criminal Justice; Education; History; Human Services; Psychology; Sociology).

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Addictions Counseling

Area of Concentration within the A.A. in Social Sciences (Transfer)

Prepares students seeking specific knowledge in substance abuse counseling to work with clients in a board range of treatment settings. Basic counseling and interviewing skills, assessment and diagnosis of substance use and other mental disorders, treatment delivery, ethical practice, and field experience are emphasized.

Certification for addictions counselors is required by the State of Maryland. The credentialing process requires a combination of a college degree in health or human services, specific coursework in addictions counseling, hours of internship and supervised experience, and passing a state-approved examination. Student should consult with an advisor and the Board of Professional Counselors in Maryland for specific certification requirements.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list) (MA 206 recommended)		3
Social & Behavioral Sciences		
PS 101	General Psychology	3
SO 101	Introduction to Sociology	3
Arts & Humanities		
Arts Elective (GenEd course list)		3
Humanities Elective (GenEd course list)		3
Communications Elective (GenEd course list) (CMSP 103 or CMSP 105 recommended)		3
Biological & Physical Sciences		
Two courses, one of which must be a lab science (GenEd course list)*		7
General Education Elective (Select from GenEd course list)		3
PE/Health Requirement		1
Concentration Courses		
SO 102	Social Problems	3
HS 102	Human Relations (fulfils cultural competence requirement)	3
HS 103	Introduction to Social Work and the Human Services	4
ED/PS 208	Human Growth and Development	3
PS 104	Issues of Drug/Alcohol Abuse	3
HS 203	Introduction to Counseling & Interviewing	3
HS 205	Fundamentals of Addiction	3
HS 206	Pharmacology of Psychoactive Drugs	3
PS 206	Abnormal Psychology	3
	Note: Students who wish to obtain certification in drug and alcohol counseling from the State of Maryland need to take HS 204 (3 credits) and INTR 103 (3 credits). Please consult with an advisor to discuss options.	
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*It is recommended that a science course in human biology be taken for one of the science requirements: BI 107 (lab science) or BI 117 (non-lab science).

Transfer Note:

FCC has transfer agreements with the following institutions for students graduating with an A.A. in Addictions Counseling and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- Stevenson University–B.S. Human Services
- University of Maryland University College – B.S. Gerontology and Aging Services

Addictions Counseling

Certificate (Career)

Prepares those seeking new careers in the field of addictions and for those who wish to advance in their present career by adding professional education in addictions to their credentials. Students may also choose to use these courses to fulfill continuing education (CEU) requirements for periodic renewal of certification or licensure. Certificate graduates may broaden their area of study to Social Work, Counseling, or Psychology at the bachelor's or master's level. Certification for addictions counselors is required by the State of Maryland.

Course		*Credits*
Departmental Requirements		
PS 101	General Psychology	3
PS 104	Issues of Drug/Alcohol Abuse	3
ED/PS 208	Human Growth and Development	3
HS 203	Introduction to Counseling and Interviewing	3
PS 206	Abnormal Psychology	3
HS 205	Fundamentals of Addiction	3
HS 206	Pharmacology of Psychoactive Drugs	3
HS 204	Ethics and Practice Issues in the Human Services and Addiction Counseling	3
*INTR 103	Internship	3
*INTR 103	Internship	3
		30

** Students are required to take two semesters of INTR 103.*

Criminal Justice

Area of Concentration within the A.A. in Social Sciences (Transfer)

Introduces students to the highly specialized and sophisticated area of criminal justice by acquainting students with the principles underlying technical skills and procedures, administration and operation of criminal justice organizations and psychological and sociological origins of human behavior.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Select from the GenEd course list		3
	Students transferring to University of Maryland must complete MA 206, MA 207, MA 201, or MA 210 to fulfill Gen Ed Math. In addition, it is also strongly recommended they complete BU/MA 205 as one of their electives below.*	
Social & Behavioral Sciences		
Two courses selected from different disciplines (Select from the GenEd course list) (recommend HI 201, PS 101 or PI 104)		6
Arts & Humanities		
Arts Elective (GenEd course list)		3
Humanities Elective (GenEd course list)		3
CMSP 103	Speech Fundamentals	3
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list)		3
Biological & Physical Sciences Elective (Lab course) (GenEd course list)	BI 130 recommended	4
General Education Elective		
SO 102	Social Problems (satisfies cultural competence requirement) or	
SO 210	Ethnic Diversity (satisfies cultural competence requirement).	3
PE/Health Requirement		1
Concentration Courses		
CJ 101	Introduction to Criminal Justice	3
CJ 110	Criminal Law.	3
CJ 204	Police Operational Services	3
CJ 214	The Correctional Process.	3
CJ 220	Criminal Evidence & Procedure	3
SO 201	Criminology	3
Electives		10
	Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives may include: AN 101, AN 103, BU/MA 205, CJ 108, CJ 209, HS 102, ID 209, PH 205-PH 209, PS 209, SO 101, SO 102, SO 202, CIS 101, INTR 103.	
	*CIS 101 must be taken prior to enrolling in BU/MA 205.	
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Corrections

Certificate (Transfer)

Targets the field in criminal justice that focuses on the sentencing and treatment of offenders after they have been convicted of crimes. The certificate is designed to prepare students for employment in the corrections field, including state and federal prisons and county detention centers. The certificate program is also designed to help corrections officers improve their work-related skills and advance within their chosen careers.

Course		*Credits*
Departmental Requirements		
CJ 101	Introduction to Criminal Justice	3
CJ 110	Criminal Law.	3
CJ 214	The Correctional Process.	3
EN 101	English Composition	3
PE 154	Fitness for Living	3
PS 101	General Psychology	3
PS 104	Issues of Drug/Alcohol Use	3
SO 102	Social Problems	3
SO 201	Criminology	3
		27

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A. in Criminal Justice and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471 or the Program Manager of the Criminal Justice program.

- Frostburg University – B.T.P.S. Criminal Justice
- University of Maryland College Park at Shady Grove – B.A. Criminology and Criminal Justice
- University of Maryland University College – B.S. Criminal Justice
- University of Maryland University College – B.S. Investigative Forensics
- University of Maryland University College – B.S. Political Science

Education

Area of Concentration within the A.A. in Social Sciences (Transfer)

Designed for students who plan to transfer to a four-year institution outside of the state of Maryland to obtain a baccalaureate degree and earn state teacher certification, or for students whose desired teaching discipline is not reflected in existing A.A.T. programs.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
	Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities		
Three courses, one selected from each area		
	Arts Elective (GenEd course list)	3
	Humanities Elective (GenEd course list)	3
CMSP 103	Speech Fundamentals	3
Biological & Physical Sciences		
	Two courses, one of which must be a lab science (GenEd course list)	7
General Education Elective (Select from GenEd course list)		3
PE/Health Requirement		1
Concentration Courses		
ED 102	Schools and Society	3
PS 101	General Psychology	3
ED 202	Educational Psychology	3
ED 203	Foundations of Special Education (satisfies cultural competence requirement)	3
ED/PS 208	Human Growth and Development or	
PS 204	Psychology of Adolescence	3
Electives		13
Please consult with a transfer advisor at your transfer institution of choice to select courses applicable to your planned area of teacher certification and any needed testing requirements for future teachers.		
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History

Area of Concentration within the A.A. in Social Sciences (Transfer)

Designed to prepare students to transfer to four-year institutions. This option provides the opportunity to acquire knowledge about how people have interacted within societies and between societies in relation to a multitude of disciplinary areas.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
	Social & Behavioral Sciences Electives (GenEd course list)	6
	Two courses selected from different disciplines	
Arts & Humanities		
	Arts Elective (GenEd course list)	3
	Humanities Elective (Gen Ed course list) (Recommend PH 205)	3
	Communications Gen Ed (CMSP 103, CMSP 105, or EN 102)	3
Biological & Physical Sciences (One lab course required)		
	Biological & Physical Sciences Elective (GenEd course list)	7
	Two courses, one of which must be a lab course	
General Education Elective (Select from GenEd course list)		3
PE/Health Requirement		1
Concentration Courses		
Students should check with an advisor or transfer institution (ARTSYS) before selecting their courses.		
	Choose one course from each category:	6
	HI 101 History of Western Civilization or	
	HI 102 History of Western Civilization	
	and	
	HI 201 History of the United States or	
	HI 202 History of the United States	
	Select three 200-level History courses:	9
Electives		13
	Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives.	
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Transfer Note:

FCC has articulation agreements with the following institutions for students who have completed their Associate degree and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Maryland University College – B.A. History
- University of Maryland University College – B.A. Humanities

Civil War Studies

Certificate (Transfer)

Designed for students who want depth and breadth in studying the Civil War era. This certificate would especially benefit either history majors or those who have a keen interest in a more comprehensive treatment of the Civil War than one course can offer. Included in the certificate are courses addressing a detailed examination of the causes of the war, the war itself, the legacies of the war, and an in-depth research project relating to the war.

- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
Departmental Requirements		
EN 101	English Composition	3
HI 201	History of the United States to 1865	3
HI 212	Civil War	3
HI 299	History Independent Study (Civil War History) or	
IS 911H	History Honors and	
IS 912H	Honors Forum	4
HI 217	African-American History or	
HI 213	History of the South or	
HI 215	Constitutional History of the United States	3
		16

Human Services

Area of Concentration within the A.A. in Social Sciences (Transfer)

Introduces the student to a broad range of social and rehabilitation services and human development concepts designed to deal with the problems of specific populations, including the elderly, children, and persons with mental or physical disabilities. The student will be aware of the demands of the human services field.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list) (MA 206 recommended)	3
Social & Behavioral Sciences		
PS 101	General Psychology	3
SO 101	Introduction to Sociology	3
Arts & Humanities		
	Arts Elective (GenEd course list)	3
	Humanities Elective (GenEd course list)	3
	Communications Elective (GenEd course list) (CMSP 103 or CMSP 105 recommended)	3
Biological & Physical Sciences		
	Two courses, one of which must be a lab science (GenEd course list)	7
General Education Elective (Select from GenEd course list)		3
PE/Health Requirement		1
Concentration Courses		
	SO 102–Social Problems	3
	HS 102–Human Relations (fulfils cultural competence requirement)	3
	HS 103–Introduction to Social Work and the Human Services	4
	ED/PS 208–Human Growth and Development	3
	EC 201–Principles of Economics	3
	AN 101–Introduction to Anthropology	3
	PS 204–Psychology of Adolescence or	
	PS 206–Abnormal Psychology	3
	Electives**	6
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** It is recommended that a science course in human biology be taken for one of the science requirements: BI 107 (lab science) or BI 117 (non-lab science).*

*** See your advisor in order to match the elective credits to your specific transfer institution.*

Transfer Note:
FCC has transfer agreements with the following institutions for students graduating with an A.A. in Human Services and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- Stevenson University–B.S. Human Services
- University of Maryland University College – B.S. Gerontology and Aging Services

Psychology

Area of Concentration within the A.A. in Social Sciences (Transfer)

Designed to provide students the opportunity to continue their education beyond the community college. Characteristic of this option is the acquiring of knowledge and skills related to working with individuals in providing for their emotional and psychological needs.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list)(MA 201 or MA 206 recommended)		3
Social & Behavioral Sciences		
Social & Behavioral Sciences Electives (GenEd course list) selected from different disciplines		6
Arts & Humanities		
Arts Elective (GenEd course list)		3
Humanities Elective (GenEd course list) (recommend PH 205)		3
Communications Elective (GenEd course list)		3
Biological & Physical Sciences (One lab course required)		
Two courses, one of which must be a lab science (GenEd Course List)		
Biological & Physical Science Lab Course (recommend BI 101)		4
Biological & Physical Science (recommend BI 117 or BI 107)		3
General Education Elective (Select from GenEd course list)		3
PE/Health Requirement		1
Concentration Courses		
PS 101	General Psychology	3
PS 202	Social Psychology	3
PS 206	Abnormal Psychology	3
ED/PS 208	Human Growth and Development	3
Choose one Social Science course from Anthropology, Criminal Justice, Economics, Education, Geography, History, Human Services, Political Science, Psychology, or Sociology		3
Electives		13
Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives might include: PS 204, PS 205, PS 207, PS 209, SO 101, SO 102, SO 202, or world language		
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Transfer Note:
FCC has articulation agreements with the following institutions for students completing their Associate degree and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471

- University of Maryland University College – B.S. Psychology
- University of Maryland Baltimore at Shady Grove – B.S. Psychology

Sociology

Area of Concentration within the A.A. in Social Sciences (Transfer)

Designed to give students the opportunity to transfer to a four-year institution. Students acquire knowledge and skills necessary to work with people in a changing society.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Electives (GenEd course list) Two courses selected from different disciplines.	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences (One lab course required)	
Two courses, one of which must be a lab science (GenEd course list) Biological & Physical Science Electives (GenEd course list)	7
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Concentration Courses	
Students should check with an advisor or transfer institution (ARTSYS) before selecting their courses.	
Select 12 credits from the following:	12
SO 101 Introduction to Sociology	
SO 102 Social Problems (meets cultural competence requirement)	
SO 201 Criminology	
SO 202 Marriage and Family	
SO 207 Sociology of Sexuality	
SO 212 Gender and Society	
PS 202 Social Psychology	
Choose one Social Science course from Anthropology, Criminal Justice, Economics, Geography, History, Human Services, Political Science, Psychology, or Sociology	3
Electives	13
Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives.	
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Transfer Note:

FCC has articulation agreements with the following institutions for students completing their Associate degree and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471

- University of Maryland University College – B.S. Sociology

STEM: Science, Technology, Engineering, and Mathematics

A.S. Degree (Transfer)

STEM is the study of science, technology, engineering, and mathematics. A STEM education trains students how to think analytically, creatively, logically, and scientifically, and how to ask the questions and pose the solutions to the challenges facing our society. The STEM discipline helps develop the technological, medical, and scientific breakthroughs that drive our economy and prepare us for the future. The Associate of Science in STEM prepares students for transfer to four-year institutions in STEM (Science, Technology, Engineering, and Mathematics) disciplines. Some students will choose an approved Area of Concentration, while others will explore STEM disciplines more generally.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
MA 111–Precalculus or MA 210 Calculus (Biology, Chemistry, Engineering, and Mathematics Areas of Concentration require MA 210 or higher)	4
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list) (Recommend BI 101, CH 101, or PY 203)	7
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Electives	27

Take a minimum of 19 credits of STEM electives from any of the disciplines listed below. A minimum of 6 credits must be in the same discipline. It is imperative that students consult with an advisor before registering to maximize transfer of coursework; for example some programs will also require MA 210 (Calculus).

- Biology (BI)
- Chemistry (CH)
- Computer & Information Sciences (CIS)
- Engineering (EG)
- Mathematics (MA)
- Physical Science (PC)
- Physics (PY)

- Students majoring in the Associate of Science in STEM without an Area of Concentration should follow the curriculum outlined above and will have 8 unrestricted elective credits. It is recommended that they take CIS 106 (Object Design and Programming).
- Students majoring in an Area of Concentration will follow the curriculum for their major (Biology, Chemistry, Engineering, or Mathematics).

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Biology

Area of Concentration within the A.S. in STEM (Transfer)

Offers a selection of biology and other natural and physical science related courses for the student who wishes to pursue a Bachelor of Science degree in biology.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
MA 210–Calculus I	4
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
CH 101 General Chemistry	4
BI 101 General Biology	4
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Concentration Courses	
BI 102–General Biology	4
CH 102–General Chemistry	4
CH 201–Organic Chemistry	4
CH 202–Organic Chemistry II	4
BI 240–Genetics	4
Electives	6
Choose in consultation with an advisor.	
(PY 201, PY 203, and MA 211 recommended. Students transferring to University of Maryland-Shady Grove must take BI 203 or BI 120 at FCC, as it is not offered at Shady Grove.)	
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Chemistry

Area of Concentration within the A.S. in STEM (Transfer)

Offers a variety of science and math courses for students pursuing a course of study in chemistry. Students planning to transfer to a four-year college should check the requirements of that institution. If there are significant differences, the student should consult an advisor for guidance.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
MA 210–Calculus I	4
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
CH 101–General Chemistry	4
BI 101–General Biology	4
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Concentration Courses	
CH 102–General Chemistry II	4
MA 211–Calculus II	4
CH 201–Organic Chemistry I	4
PY 203–Introductory Physics I	4
CH 202–Organic Chemistry II	4
Electives	6
Choose electives in consultation with an advisor. MA 212 (Calculus III) and MA 214 (Introduction to MatLab) recommended.	
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Engineering

Area of Concentration within the A.S. in STEM (Transfer)

Intended to provide the basis for transfer to a four-year college engineering course of study. Every course is not applicable to all engineering fields and different schools vary in their transfer requirements. Students entering the program who lack precalculus must satisfy this requirement before taking MA 210, Calculus I. Therefore, it is imperative that each student meets regularly with an advisor to establish and/or confirm a personal direction for future study.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
MA 210–Calculus I	4
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
CH 101–General Chemistry	4
PY 203–Introductory Physics I	4
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Concentration Courses	
EG 100–Introductory Engineering Sciences	3
MA 211–Calculus II.	4
MA 213–Differential Equations	3
MA 214–Mat Lab	1
STEM Electives	8
Choose courses in consultation with an advisor. Depending on a student's transfer goals, recommended courses may include EG 110 Engineering Statics, EG 210 Mechanics of Materials, EG 211 Engineering Dynamics, MA 212 Calculus III, or PY 204 Introductory Physics II. STEM Electives must be from Biology, Chemistry, Computer & Information Sciences, Engineering, Mathematics, or Physics.	
Electives	7
Choose two or more courses in consultation with an advisor.	
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Mathematics

Area of Concentration within the A.S. in STEM (Transfer)

Provides a diversity of courses for students pursuing a course of study in mathematics. Students planning to transfer to a four-year institution should check requirements. If there are significant differences, the student should consult an advisor for guidance.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
MA 210–Calculus I	4
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (Gen Ed course list) (PY 203 Physics I and PY 204 Physics II are required at the University of Maryland-College Park and recommended for students transferring to other institutions)	7
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Concentration Courses	
MA 211–Calculus II.	4
MA 214–Introduction to MATLAB	1
MA 212–Calculus III	4
MA 213–Differential Equations	3
MA 218–Linear Algebra	3
CIS 106–Introduction to Object Design & Programming	3
Choose one in consultation with an advisor:	
MA 202–Discrete Math or CIS 201–Computer Science I	3
Electives	6
Choose electives in consultation with an advisor.	
(PY 205 is required at the University of Maryland-College Park. Depending on transfer school CIS 202 may be recommended)	
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STEM Technology

A.A.S. Degree (Career)

The Associate of Applied Science in Science, Technology, Engineering, and Mathematics (STEM) is designed for students who plan to enter a career field. Some students will choose an approved Area of Concentration, others will explore STEM disciplines more generally.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd course list)	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
Biological & Physical Science Elective (GenEd course list)	3
PE/Health Requirement	1
Electives	38

Take a minimum of 24 credits of STEM Technology electives from any of the disciplines listed below. A minimum of 12 credits must be in the same discipline. It is imperative that students consult with an advisor before registering to maximize transfer of coursework.

- Biology (BI)
- Bioprocessing Technology (BPM)
- Computer Aided Design (CAD)
- Construction Management (CON)
- Chemistry (CH)
- Computer & Information Sciences (CIS)
- Engineering (EG)
- Film & Video/Graphics (CMM)
- Mathematics (MA)
- Music (MU)
- Physical Science (PC)
- Physics (PY)

- Students majoring in the Associate of Applied Science in STEM without an Area of Concentration should follow the curriculum outlined above and will have 14 unrestricted elective credits. It is recommended that they take CIS 106 (Object Design and Programming).
- Students majoring in an Area of Concentration will follow the curriculum for their major:
  - Audio Production Technology
  - Computer Aided Design Technology
  - Construction Management Technology
  - Cybersecurity
  - Data Science
  - Information Technology Specialist
  - Network Engineering
  - Software Engineering

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Audio Production Technology

Area of Concentration within the A.A.S in STEM Technology (Career)

Provides the core skills needed to function in and prepare students for entry into the growing audio production profession. Audio production requires creative problem-solving rooted in a strong conceptual and practical foundation. In hands-on classes, students explore the concepts, tools, and techniques of the audio industry using hardware and software they will encounter in the workplace.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences		
	Social & Behavioral Sciences Elective (GenEd course list) (recommend PS 202)	3
Arts & Humanities		
	Arts Elective (GenEd course list) (recommend MU 109)	3
	Humanities Elective (GenEd course list)	3
	Communications Elective (GenEd course list) (recommend CMSP 105 - satisfies cultural competence requirement)	3
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (GenEd course list)	3
PE/Health Requirement		1
Concentration Courses		
MU 103	Fundamentals of Music	3
MU 106	Aural and Keyboard Skills 1*	1
BU 109	Entrepreneurship and Small Business Enterprise	3
MU 130	Foundations of Audio Technology	3
MU 135	Audio Recording Techniques	3
MU 145	Publishing, Licensing, and Copyrighting	3
MU 230	Studio Recording Techniques	3
MU 235	Advanced Audio Production	3
MU 240	MIDI Music Production Techniques	3
INTR 102	Internship	2

**MU 103 may be taken concurrently with MU 106 with the permission of the program manager.*

Electives 11

Choose any of the courses below:

- Applied Music Lessons (Instrumental Lessons up to 4 semesters) (1)
- CIS 106–Introduction to Object Design & Programming (3)
- CIS 226–Game Scripting (3)
- CIS 227–Game Programming (4)
- CIS 228–Game Simulation & Game Development (4)
- CIS 208–C++ Programming (3)
- CIS 225C–Mobile App Development (3)
- CMM 101–Introduction to Electronic Media (3)
- CMM 103–Introduction to Film (3)
- CMM 111–Communications Graphics I (3)
- CMM 152–Digital Studio Production (4)
- CMM 252–Digital Film Production (4)
- CMM 254–Principles of Film and Video Editing (4)
- CMM 256–Television Studio Directing & Operations (4)
- CMM 261–Digital Post Production (4)
- MU 107–Aural and Keyboard Skills 2 (1)
- MU 111–Music Theory 1 (3)
- MU 112–Music Theory 2 (3)
- MU 151–Class Piano 1 (1)
- MU 152–Class Piano 2 (1)

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Audio Production

Certificate (Career)

Prepares the core skills needed to function in and prepare students for entry into the growing audio production profession. Audio production requires creative problem-solving rooted in a strong conceptual and practical foundation. In hands-on classes, students explore the concepts, tools, and techniques of the audio industry using hardware and software they will encounter in the workplace.

Course		*Credits*
Departmental Requirements		
MU 103	Fundamentals of Music	3
MU 106	Aural and Keyboard Skills*	1
BU 109	Entrepreneurship and Small Business Enterprise	3
MU 130	Foundations of Audio Technology	3
MU 135	Audio Recording Techniques	3
MU 145	Publishing, Licensing, and Copyrighting	3
MU 230	Studio Recording Techniques	3
MU 235	Advanced Audio Production	3
MU 240	MIDI Music Production	3
INTR 102	Internship	2
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**MU 103 may be taken concurrently with MU 106 with the permission of the program manager.*

Computer Aided Design Technology

Area of Concentration within the A.A.S in STEM Technology (Career)

Provides students with a broad range of knowledge and skills required for success in a career as an architectural CAD drafter, designer, operator, or technician.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
Mathematics Elective (MA 130 or MA 111 recommended)	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd course list) (Recommend HS 102, satisfies Cultural Competence requirement)	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list) (recommend PH 208)	3
Communications Elective (GenEd course list) (recommend CMSP 107)	3
Biological & Physical Sciences	
Biological and Physical Sciences Elective (GenEd course list) (recommend PY 101, PC 103, or PC 109)	3
PE/Health Requirement	1
Concentration Courses	
CAD 101–Introduction to AutoCAD I	3
CAD 102–Introduction to AutoCAD II	3
CAD 130–Introduction to Revit	3
CAD 200–Introduction to Architectural Drawing and Design	3
CAD 201–Residential Architecture I	4
CAD 205–Civil Drafting I with CAD	3
Electives (select any from the following list)	19
Any CAD course	
Any CIS course	
Any CON course	
Any EG course	
INTR 103–Internship (3)	
	60

Architectural Computer Aided Design

Certificate (Career)

Provides students with the knowledge and skills required for success in a career as an architectural CAD drafter, designer, operator, or technician.

Course		*Credits*
Departmental Requirements		
CAD 101	Introduction to AutoCAD I	3
CAD 102	Introduction to AutoCAD II	3
CAD 130	Introduction to Revit	3
CAD 200	Introduction to Architectural Drawing and Design	3
CAD 201	Residential Architecture I	4
CAD 202	Residential Architecture II	4
		20

Computer Aided Design Operator

Certificate (Career)

Provides students with a general knowledge and skills required to obtain a position as a CAD technician.

Course		*Credits*
Departmental Requirements		
CAD 101	Introduction to AutoCAD I	3
CAD 102	Introduction to AutoCAD II	3
CAD 130	Introduction to Revit	3
CAD 200	Introduction to Architectural Drawing and Design	3
CAD 205	Civil Drafting I with CAD	3
CAD 207	Civil Drafting II with CAD	3
		18

Construction Management Technology

Area of Concentration within the A.A.S in STEM Technology (Career)

Provides students with a broad range of knowledge and skills required for success in a career in construction management. Students planning on transferring to a four year college should discuss course requirements with the program manager.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list) (MA 130, MA 111 or MA 201 recommended)		3
Social & Behavioral Sciences		
Social & Behavioral Sciences Elective (GenEd course list) (Recommend HS 102 - satisfies cultural competence requirement)		3
Arts & Humanities		
Arts Elective (GenEd course list)		3
Humanities Elective (GenEd course list) (Recommend PH 208)		3
Communications Elective (GenEd course list) (Recommend CMSP 107)		3
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list) (PY 101 or PC 103 or PC 109 recommended)		3
PE/Health Requirement		1
Concentration Courses		
ACCT 101	Principles of Accounting I	3
BU 227	Principles of Management	3
BU 273	Business Communication	3
CIS 101	Information Systems and Technology	3
CON 101	Introduction to Construction Management	3
CON 132	Materials & Methods of Construction I	3
CON 203	Principles of Site Management	3
CON 204	Construction Project Cost Estimating	3
CON 206	Construction Project Scheduling	3
Electives (select any from the following list)		11

ACCT 102–Principles of Accounting II (3)
BU 211–Business Law I (3)
Any CAD course
Any CON course
Any CIS course (Recommend CIS 111R and CIS 111E)
ID 225–Disaster, Crisis, and Emergency Management (3)
INTR 103–Internship (3)
Students should check with an advisor or transfer institution (ARTSYS) before selecting electives.

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Construction Management & Supervision

Certificate (Career)

Provides students with the technical knowledge and skills required for a career in construction management.

Course		*Credits*
Departmental Requirements		
CON 101	Introduction to Construction Management	3
CON 132	Methods and Materials of Construction I	3
CON 140	Architectural Blueprint Reading	3
CON 203	Principles of Site Management	3
CON 204	Construction Project Cost Estimating	3
CON 206	Construction Project Scheduling	3
		18

Cybersecurity

Area of Concentration within the A.A.S in STEM Technology (Career)

Prepares graduates for a career in the cybersecurity capacities, such as information security analyst, information technology auditor, network security engineer, and information assurance engineer. This program covers technologies, techniques, and tools required by the cybersecurity industry to identify and respond to threats and vulnerabilities in cyber systems. It covers skills needed to design, analyze, evaluate, and implement security controls in the cyber environments. This program also prepares graduates for professional certifications, including A+, Net+, Security+, Certified Ethical Hacker (CEH), Certified Information Systems Security Professional (CISSP), and Certified Information Security Auditor (CISA).

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	*Credits*
English	
EN 101–English Composition	3
Mathematics	
Math Elective (GenEd course list) (MA 206 recommended)	3
Social & Behavioral Sciences	
Social Science Elective (GenEd course list) (HS 102–Human Relations recommended - satisfies cultural competence requirement)	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list) (Recommend PH 201 or PH 208)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
Science Elective (GenEd course list)	3
PE/Health Requirement	1
Concentration Requirements	
CIS 106–Object Design and Programming	3
CIS 111L–UNIX/Linux Operating System	3
CIS 111M–PC Operating Systems	3
CIS 170–Security Fundamentals	3
CIS 179–Cybersecurity Fundamentals	3
CIS 180–Networking Fundamentals	3
CIS 203–Systems Analysis & Design	3
CIS 212–PC Repair & Diagnostics	3
CIS 217–Cybercrime & Digital Forensics Investigation	3
CIS 219–Ethical Hacking and Systems Defense	3
CIS 223–Cloud Security	3
Electives	
(select any from the following list) Any CIS course ID 225–Disaster, Crisis and Emergency Management (3) INTR 102–Internship (2) INTR 103–Internship (3)	5
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Students holding CompTIA A+ Certification may be awarded 6 credits (CIS 111M and CIS 212). Students holding CompTIA Network+ Certification may be awarded 3 credits (CIS 180). Students holding CompTIA Security+ Certification may be awarded 3 credits (CIS 170). Students holding CCNA Certification may be awarded 12 credits (CIS 190, CIS 191, CIS 192, and CIS 193).

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Cybersecurity and who are looking for transfer opportunities. For more information, please contact CIS Program Manager, Dr. Andy Yao in C-222, or at ayao@frederick.edu or 301.846.2410.

- University of Maryland University College – B.S. Cybersecurity Management & Policy
- Mount St. Mary's University – B.S., Cybersecurity

Information Security and Assurance

Certificate (Career)

Designed for students seeking to build skills in specialty areas (e.g., information security), upgrade current skills, or broaden their general knowledge base in information technology. All CIS courses completed in these certificates apply directly to an A.A.S. degree in information technology. The Information Security and Assurance Certificate is specifically designed to meet the need for workers in this rapidly growing area of information technology.

Course		*Credits*
Departmental Requirements		
CIS 106	Introduction to Object Design and Programming	3
CIS 111M	PC Operating Systems	3
CIS 212	PC Repair & Diagnostics	3
CIS 180	Networking Fundamentals	3
Electives: Complete 3 courses from the following:		9
CIS 170	Security Fundamentals (3)	
CIS 179	Cybersecurity Fundamentals (3)	
CIS 217	Network Security Forensics and Audit (3)	
CIS 218	Information Security and Assurance (3)	
CIS 219	Ethical Hacking and Systems Defense	
CIS 223	Cloud Security (3)	
		21

Data Science

Area of Concentration within the A.A.S in STEM Technology (Career)

Prepares graduates with a career as a data scientist, data engineer, data architect, data administrator, data analyst, or business analyst in the data-intensive fields including eCommerce, Banking, Healthcare, Business & Finance, Social Networking, Science, Telecommunications, and National Security. It covers the techniques, technologies, and tools necessary to collect, clean, manipulate, extract, transform, load, model, analyze, visualize, and present data as business intelligence.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
	EN 101–English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list) (recommend MA 206)	3
Social & Behavioral Sciences		
	Social & Behavioral Sciences Elective (GenEd course list) (recommend HS 102, satisfies Cultural Competence requirement)	3
Arts & Humanities		
	Arts Elective (GenEd course list)	3
	Humanities Elective (GenEd course list)	3
	Communications Elective (GenEd course list)	3
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (GenEd course list)	3
PE/Health Requirement		1
Concentration Courses		
	CIS 106–Object Design & Programming	3
	CIS 111E–Spreadsheets	3
	CIS 117–Data Science Essentials	3
	CIS 118–Data Analytics Using Spreadsheets	3
	CIS 119–Statistical Analysis System (SAS)	3
	CIS 203–Systems Analysis & Design	3
	CIS 230–Database Management Systems	3
	CIS 256–Statistical Computing	3
	CIS 257–Data Visualization	3
	CIS 258–Data Wrangling	3
	CIS 259–Big Data Analytics	3
Electives		5
	Any CIS or MA Courses	
		60

Information Technology Specialist

Area of Concentration within the A.A.S in STEM Technology (Career)

Designed to prepare students for immediate entry into computer-related occupations and provide opportunities for individuals in the industry to upgrade their skills.

The program consists of core requirements leading to an A.A.S. degree with intrinsic flexibility in a variety of topics.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list)		3
Social & Behavioral Sciences		
Social & Behavioral Sciences Elective (GenEd course list) (HS 102 Human Relations recommended - satisfies cultural competence requirement)		3
Arts & Humanities		
Arts Elective (GenEd course list)		3
Humanities Elective (GenEd course list) (PH 208 recommended)		3
Communications Elective (GenEd course list)		3
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list)		3
PE/Health Requirement		1
Concentration Courses		
BU 281	Global Awareness in the Work Environment	3
CIS 111M	PC Operating Systems	3
CIS 106	Object Design and Programming	3
CIS 203	Systems Analysis & Design	3
CIS 212	PC Repair & Diagnostics	3
CIS 204	Computer Information Sciences Project or	
INTR 103	Internship	3
CIS 179	Cybersecurity Fundamentals or	
CIS 218	Information Security and Assurance	3
Electives *(select from the following list)*		17
BPM 102	Bioprocessing Environment (3)	
BPM 103	Laboratory Techniques I (1)	
BPM 110	Bioprocessing Measurements (4)	
Any CIS course		
CMM 111	Communication Graphics I (3)	
CMM 112	Communication Graphics II (3)	
CMM 114	Web Design (3)	
CMM 152	Digital Studio Production (4)	
CMM 252	Digital Film Production (4)	
CMM 254	Postproduction: The Art of Editing (4)	
EN 115	Technical Writing (3)	
ID 225	Disaster, Crisis and Emergency Management (3)	
MDA 109	Medical Terminology (3)	
MDA 112	Medical/Administrative Office Applications (3)	
MDA 220	Electronic Health Records (3	
MU 130	Foundations of Audio Technology (3)	
MU 135	Audio Recording Techniques (3)	
MU 235	Advanced Audio Production (3))	
		60

Students holding CompTIA A+ Certification may be awarded 6 credits (CIS 111M and CIS 212). Students holding CompTIA Network+ Certification may be awarded 3 credits (CIS 180). Students holding CompTIA Security+ Certification may be awarded 3 credits (CIS 170). Students holding CCNA Certification may be awarded 12 credits (CIS 190, CIS 191, CIS 192, and CIS 193).

Transfer Note:
FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in STEM Technology with an Area of Concentration in Information Technology Specialist and who are looking for transfer opportunities. For more information, please contact CIS Program Manager, Dr. Andy Yao in C-222, or at ayao@frederick.edu or 301.846.2410.

- University of Maryland University College – B.S. Computer Networks & Cybersecurity
- University of Maryland University College – B.S. Cybersecurity Management & Policy

Computer Studies

Certificate (Career)

Designed for students seeking to build skills in the field of computer studies. Involves defining and analyzing problems and developing, testing, and maintaining programs by incorporating a broad range of transferable problem-solving skills and techniques including logical thinking, creative design, synthesis, and evaluation.

Course		*Credits*
Departmental Requirements		
CIS 106	Object Design & Programming	3
CIS 111M	PC Operating Systems	3
CIS 203	Systems Analysis & Design	3
CIS 212	PC Repair & Diagnostics	3
CIS 218	Information Security and Assurance or	
CIS 179	Cybersecurity Fundamentals	3
Electives	Select 6 credits from:	
	Any BU course	
	Any CIS course	
	Any INTR course	6
		21

Computer Support Specialist

Certificate (Career)

Prepares students for a career as a computer support specialist. Computer support specialists provide help and advice to people and organizations using computer software or equipment.

Course		*Credits*
Departmental Requirements		
CIS 111M	PC Operating Systems	3
CIS 180	Networking Fundamentals or	
CIS 210	Data Communications and Networking	3
CIS 200	IT Support Service	3
CIS 212	PC Repair & Diagnostics	3
Electives	Select 6 credits from any CIS courses	6
		18

Healthcare Information Technology

Certificate (Career)

Prepares graduates to work as healthcare information technology technicians in a healthcare setting and to perform tasks, such as maintaining the system that supports electronic health records (EHR), improving EHR software usability, and designing/implementing policies to protect healthcare data. Provides students with specialized knowledge and skills on healthcare-relevant software and computer proficiency. Includes information technology, healthcare systems, and medical business operations. Covers the objectives required by CompTIA A+ and CompTIA Healthcare IT Technician.

Course		*Credits*
Departmental Requirements		
CIS 101	Information Systems and Technology or	
CIS 106	Introduction to Object Design and Programming	3
CIS 111M	PC Operating Systems	3
CIS 173	Healthcare Information Technology	3
CIS 212	Personal Computer Repair & Diagnostics	3
MDA 109	Medical Terminology	3
MDA 112	Medical/Administrative Office Applications	3
MDA 220	Electronic Health Records	3
		21

Software Specialist

Certificate (Career)

Prepares students for a career as a software specialist. Software specialists maintain and implement database management systems, computer applications, and operating systems, as well as analyze organizational software needs, devise solutions, and maintain PC software and hardware systems.

Course		*Credits*
Departmental Requirements		
CIS 101	Information Systems & Technology or	
CIS 106	Object Design & Programming	3
CIS 111B	Microcomputer Software Applications: Database	3
CIS 111E	Microcomputer Software Applications: Spreadsheets	3
CIS 111R	Business Software Applications	3
Electives	Select 6 credits from any CIS courses	6
		18

Students may test out of CIS 103A and/or CIS 103B.

Database Administration

Letter Of Recognition (Career)

Prepares students who already have some computer and programming skills to operate and administer a database management system.

Course		*Credits*
Departmental Requirements		
CIS 230	Database Management Systems	3
CIS 232	Database Administration	3
		6

Radio Frequency Technician

Letter of Recognition (Career)

Prepares students with the essential knowledge on communications-based networks and systems in order to become Radio Frequency (RF) technicians whose primary duties include the installation, maintenance upgrade, and testing of RF systems, such as wireless Internet access points, cellular antennas, and satellite systems. Provides the foundation for familiarity with electronics, computing, networking, and wireless technologies. This LOR prepares students for BICSI (Building Industry Consulting Service International) Technician certification and National Association of Radio and Telecommunications Engineers (NARTE) Wireless System Installers certification.

Course		*Credits*
Departmental Requirements		
CIS 111K	Practical Structured Cabling	3
CIS 116F	Computer Fundamentals	1
CIS 210	Data Communications and Networking	3
CIS 224	Wireless Communications	3
		10

Network Engineering

Area of Concentration within the A.A.S in STEM Technology (Career)

Prepares students for entry-level positions in the network engineering field.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list) (MA 206 recommended)	3
Social & Behavioral Sciences		
	Social Science Elective (GenEd course list) (HS 102 recommended - satisfies cultural competence requirement)	3
Arts & Humanities		
	Arts Elective (GenEd course list)	3
	Humanities Elective (GenEd course list) (PH 208 or PH 101 recommended)	3
	Communications Elective (GenEd course list) (CMSP 105 recommended - satisfies cultural competence requirement)	3
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (GenEd course list)	3
PE/Health Requirement		1
Concentration Courses		
BU 281	Global Awareness in the Work Environment	3
CIS 111M	PC Operating Systems	3
CIS 106	Object Design & Programming	3
CIS 203	Systems Analysis & Design	3
CIS 212	PC Repair & Diagnostics	3
CIS 179	Cybersecurity Fundamentals or	
CIS 218	Information Security and Assurance	3
CIS 190	Cisco 1 Network Fundamentals	3
CIS 191	Cisco 2 Routing Technologies	3
CIS 192	Cisco 3 Switching Technologies	3
CIS 193	Cisco 4 WAN Technologies	3
Electives	*Select eight (8) credits from the following:* INTR 103, CIS 111K, CIS 111L, CIS 170, CIS 179, CIS 180, OR any CIS 200-level course	8
		60

Students holding CompTIA A+ Certification may be awarded 6 credits (CIS 111M and CIS 212). Students holding CompTIA Network+ Certification may be awarded 3 credits (CIS 180). Students holding CompTIA Security+ Certification may be awarded 3 credits (CIS 170). Students holding CCNA Certification may be awarded 12 credits (CIS 190, CIS 191, CIS 192, and CIS 193).

Network Engineer

Certificate (Career)

Prepares students with the knowledge and skills required to implement and maintain a defined network. Graduates will be able to configure, maintain, and troubleshoot network devices using network tools as well as analyze network traffic to make solution recommendations. This certificate also prepares graduates for Cisco Certified Network Associate (CCNA) professional certification.

Course		*Credits*
Departmental Requirements		
CIS 106	Object Design & Programming	3
CIS 190	Cisco 1 Networking Fundamentals	3
CIS 191	Cisco 2 Router Technologies	3
CIS 192	Cisco 3 Switching Technologies	3
CIS 193	Cisco 4 WAN Technologies	3
	Complete one of the following courses:	
CIS 170	Security Fundamentals	
CIS 210	Data Communications & Networking	
CIS 224	Wireless Communications	3
		18

Software Engineering

Area of Concentration within the A.A.S in STEM Technology (Career)

Trains graduates with the necessary software development skills to plan, analyze, design, validate, implement, deploy, and manage software systems. This program covers system development life cycle, object oriented programming, mobile app development, C++, C#, Java, Python, R, SAS, and database management systems. The program is designed to prepare graduates with a career as a programmer, software architect, software developer, software engineer, or systems analyst.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.
- Students must complete a minimum of nine credits at the 200-level.

Course		*Credits*
English		
	EN 101 English Composition	3
Mathematics		
	Mathematics Elective (GenEd course list) (recommend MA 206)	3
Social & Behavioral Sciences		
	Social & Behavioral Sciences Elective (GenEd course list) (recommend HS 102, satisfies Cultural Competence requirement)	3
Arts & Humanities		
	Arts Elective (GenEd course list)	3
	Humanities Elective (GenEd course list)	3
	Communications Elective (GenEd course list)	3
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (GenEd course list)	3

PE/Health Requirement		1
Concentration Courses		
CIS 106	Object Design & Programming	3
CIS 119	Statistical Analysis System (SAS)	3
CIS 201	Computer Science I	4
CIS 203	Systems Analysis & Design	3
CIS 208	C++ Programming	3
CIS 225C	Mobile App Programming	3
CIS 226	Game Scripting	3
CIS 227	Game Programming	4
CIS 230	Database Management Systems	3
CIS 256	Statistical Computing	3
Electives		
Any CIS Courses		6
		60

Surgical Technology

A.A.S Degree (Career)

Provides students with a foundation in the sciences and in the principles and practices of the surgical technologist's roles during the phases of surgery. The essential components of this health career are applied through extensive preceptored clinical experiences. CAAHEP accreditation entitles program graduates to apply to sit for the national certifying examination in surgical technology. Enrollment is limited. See page 11 for application information.

A grade of "C" or better must be earned in all courses.

- Students must complete their **English and Mathematics** within the first 24 credits.
- One course must meet the c**ultural competence graduation requirement.**
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. http://artsys.usmd.edu/
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in EN 101.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Mathematics Elective (GenEd course list)		3
Social & Behavioral Sciences		
PS 101	General Psychology or	
SO 101	Introduction to Sociology	3
Arts & Humanities		
Communications Elective (CMSP required) (GenEd course list)		3
Biological & Physical Sciences		
BI 120	Microbiology for Allied Health	4
BI 103	Anatomy & Physiology and	4
BI 104	Anatomy & Physiology	4
PE/Health Requirement		1
Departmental Requirements		
MDA 108	Basics or Medical Terminology (1) or	
MDA 109	Medical Terminology (3)	1
ST 100	Fundamentals of Surgical Technology I	6
ST 101	Introduction to Surgical Technology (satisfies cultural competence requirement)	6
ST 105	Clinical Practicum	5
ST 120	Surgery Essentials	3
ST 200	Fundamentals of Surgical Technology I	12
Elective		2
		60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Surgical Technology and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Baltimore–B.S. Health Systems Management
- University of Baltimore at Shady Grove–B.S. Health Systems Management
- Towson University–B.T.P.S Allied Health

Surgical Technology

Certificate (Career)

Provides students with a foundation in the principles and practices of the surgical technologist's roles during the phases of surgery. The foundations of practice are applied through extensive preceptored clinical experience. CAAHEP accreditation entitles program graduates to apply to sit for the national certifying examination in surgical technology. Enrollment is limited by the availability of clinical facilities.

A grade of "C" or better must be earned in all courses.

Course		*Credits*
Departmental Requirements		
BI 103	Anatomy & Physiology and	4
BI 104	Anatomy & Physiology	4
General Education Communications (CMSP required)		3
MDA 108	Basics or Medical Terminology (1) or	
MDA 109	Medical Terminology (3)	1
ST 100	Fundamentals of Surgical Technology I	6
ST 101	Introduction to Surgical Technology	6
ST 105	Clinical Practicum	5
ST 120	Surgery Essentials	3
ST 200	Fundamentals of Surgical Technology I	12
		44

Credit Course Descriptions

Please note that all courses listed are not offered every semester. Check the current schedule of classes for course offerings.

Time Commitment for Academic Success

At Frederick Community College, in all credit courses, students are expected to invest a minimum of two hours completing out-of-class course work for every hour of in-class instructional time. For example, in a 3-credit course, students experience at least 37.5 hours of instructional time and should invest a minimum of 75 hours in out-of-class time preparing for the course and completing assignments. In a traditional 15-week, 3-credit course, this equates to an average minimum of 5 hours per week. For online and hybrid courses, students can expect active instructional time and 'out-of-class' course work comparable to face-to-face courses with the same number of credits.

Course Blackboard Requirements

Some course sections may require access to the course Blackboard website. Students enrolled in those courses are expected to participate through the Blackboard format using their own or appropriate college-available computers.

ACCT: Accounting

ACCT 100-Business Accounting (3)
Prerequisite: EN 70 or EN 75 or EN 51 or ESL 97 or ESL 70 OR Corequisite: EN 75

Demonstrates the accounting principles and procedures used by a business in setting up and maintaining records for reporting purposes. Topics include the accounting cycle, preparation of the financial statements, payroll and banking procedures, and computerized recordkeeping.

ACCT 101-Principles of Accounting I (3)
Prerequisites: EN 70 OR (EN 50 and EN 51) OR (ESL 94 and ESL 97) OR (ESL 70 and ESL 71)

Introduces the principles and procedures related to accounting theory and practice. The analysis of transactions under generally accepted accounting principles (GAAP) and their relationship to the financial statements are covered from a user's perspective.

ACCT 102-Principles of Accounting II (3)
Prerequisite: ACCT 101

Continues the study of financial accounting principles and procedures from BU 101, with emphasis on the corporate form of business organization. Students will also be introduced to managerial accounting concepts used for planning and controlling the business enterprise.

ACCT 111-Microcomputer Software Applications: Computerized Accounting (3)
Prerequisites: (CIS 101 or COS 116D) and (ACCT 100 or ACCT 101)

Demonstrates the use of commercial software in managing the accounting functions of a business enterprise. Using a hands-on approach, students will learn how to set up a fully integrated accounting system to record sales invoices, collections, purchase invoices, disbursements, and payroll transactions. Students will also set up and maintain inventory and accounts receivable/payable subsidiary ledgers and prepare financial reports.

ACCT 117-Payroll Accounting (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (ACCT 100 or ACCT 101)

Examines the concepts, regulations, laws and procedures related to payroll accounting. The course is comprehensive and detailed to prepare students to be competent to account for the payroll of all businesses. Includes hands-on preparation of all payroll forms, schedules, records, and applications of different systems.

ACCT 201-Intermediate Accounting I (4)
Prerequisite: (ACCT 100 & ACCT 101) or (ACCT 101 & ACCT 102)

Reviews generally accepted accounting principles and the conceptual framework of financial accounting. Provides an intensive study of accounting procedures, work papers, financial statement preparation, and disclosure of financial statement items. Analyzes revenue recognition concepts and the proper accounting for cash, receivables, and inventories.

ACCT 202-Intermediate Accounting II (4)
Prerequisites: ACCT 100 and ACCT 101, or ACCT 101 and ACCT 102, or ACCT 201

Provides an intensive study of accounting for tangible and intangible assets, current and non-current liabilities, stockholders' equity, and investments. Emphasis is placed on proper accounting and financial statement disclosure of earnings per share, leases, deferred income taxes, and accounting changes, with an analysis of time value of money applications.

ACCT 203-Managerial Cost Accounting (3)
Prerequisite: ACCT 101

Presents accounting information that is used by managers for planning, directing and controlling the business. Both short-term operational planning and long-term strategic planning concepts are covered. Specific topics include accounting for product costs vs. period costs, job-order costing and process costing, cost behavior analysis, Cost-Volume-Profit (CVP) decision making, activity-abased and standard costing, and capital budgeting.

ACCT 205-Federal Income Tax Accounting (3)
Prerequisite: ACCT 100 or ACCT 101

Covers current federal revenue acts as they relate to business and individual tax procedures. Includes income inclusions and exclusions, exemptions, capital gains and losses and business and individual deductions. Encourages use of tax forms but requires independent analysis of taxable status and handling income-expense items.

ACCT 206-Federal Taxation: Corporations and Partnerships (3)
Prerequisite: ACCT 205

Focuses on the federal taxation rules as they apply to corporations, partnerships, estates and trusts.

ACCT 214-Auditing (3)
Prerequisites: ACCT 100 and ACCT 101 or ACCT 101 and ACCT 102

Examines auditing principles and their application to the examination of financial statements. Special attention to authoritative pronouncements, internal control, auditing procedures and working papers as well as professional ethics and responsibilities. Students perform an auditing case study outside of class.

ACCT 216-Governmental and Not-for-Profit Accounting (3)
Prerequisites: ACCT 100 and ACCT 101 OR ACCT 101 and ACCT 102

Introduces the environment, characteristics, principles, and practices associated with governmental and not-for-profit accounting. Major areas explored include fund accounting, fund types, revenue and expenditure recognition, and financial reporting.

ACCT 233-Applied Accounting (3)
Prerequisites: ACCT 111, ACCT 201, CIS 111E

Provides students with hands-on experiences completing the daily duties and tasks required of a staff accountant. During the first half of the course, students review the accounting concepts related to the duties and tasks. During the second half of the course, students apply their knowledge of accounting principles and procedures to complete the duties and tasks. Students work in a simulated business environment using accounting application software.

ACE: Academic and Career Engagement

ACE 100-Advanced Reading for Composition (2)
Prerequisites: (A grade of C or better in EN 70 or EN 75) OR [(EN 51 or EN 52) and EN 61] OR (appropriate scores on the reading and writing placement tests) OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73); Corequisite: EN 101

Provides supplemental reading and writing support for students co-enrolled in English Composition (EN 101). The course targets critical reading strategies necessary for success in EN 101 and other college-level courses that require intensive reading. Students are guided to become independent readers capable of engaging in rigorous academic conversations.

ACE 101-Academic Engagement Seminar (3)
• Gen Ed Interdisciplinary; Cultural Competence
Prerequisite or Corequisite: EN 70 or EN 75 OR Prerequisites: [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces first-year students to current, real-world issues as they advance their critical thinking, communication, and research skills. Students will explore questions of local, national, and global significance through multicultural contexts, while building relationships with their classmates, instructor, and other college personnel. Additionally, students will use campus resources and co-curricular events to enhance their educational experience and foster their college success.

ACE 102-College Success Tools (1)
Prerequisites: EN 70 OR (EN 50 and EN 51) OR (ESL 94 and ESL 97) OR (ESL 70 and ESL 71)

Introduces students to tools, strategies, and resources designed to help build stronger academic foundations and make informed choices that will lead to college success. Students will plan their academic path, improve their study habits, and connect to campus and online resources to enhance their educational experience and achieve their goals.

ACE 110-Career Assessment and Planning (3)
Prerequisites: EN 70 OR (EN 50 and EN 51) OR (ESL 94 and ESL 97) OR (ESL 70 and ESL 71)

Develops critical methods needed to make a satisfying career decision based on research and goal setting strategies that lead to personal and professional success. Students will acquire the skills needed to make informed choices abut their education and career. Students will evaluate their strengths, values, interests, and personality in order to identify possible career options. Students will learn techniques for researching career options and making decisions about their future while creating a learning/career portfolio upon which they can build throughout their college career.

ACE 111A-Introduction to Career Planning (1)
Prerequisites: EN 70 OR (EN 50 and EN 51) OR (ESL 94 and ESL 97) OR (ESL 70 and ESL 71)

Introduces the career planning process, focusing on students' ability to assess their career planning needs, decision-making, and goal setting, and to plan appropriate actions. Emphasis is placed on assessing varied career resources.

ACE 111B-Job Search and Workplace Basics (1)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Develops key strategies to help students find satisfying work. Students will learn how to connect their employment objectives to their education and work experience. Topics include resume writing, interviewing, job search skills, and workplace basics.

ACE 120-Portfolio Development: Assessment of Prior Learning (1)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Provides the opportunity for students to examine past experiences, identify and clarify college-level learning within those experiences, and document the learning in a portfolio format suitable for assessment and the potential granting of equivalent course credit. The students will apply college-level learning gained from life experiences to specific courses offered by the college and related to their educational goals.

AN: Anthropology

AN 101-Introduction to Anthropology (3)
• Gen Ed Anthropology; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Presents general patterns of the development of human culture and the basic principles of social anthropology and ethnology. Provides field work experience and emphasizes concepts of the modern practical views of anthropology.

AN 103-Introduction to Archeology (3)
• Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Emphasizes archaeological tools, methods, interests and interpretations. Techniques of recording, preserving and organizing data will be practiced. Involves scouting of sites, test diggings and research of the known historical past. Provides a field study of the area.

AR: Art

AR 100-Introduction to the Creative Arts (3)
• Gen Ed Arts; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces students to the areas of visual arts, dance, music, and theater through an exploration of representative works with a global perspective. The study of the creative arts will develop critical appreciation for the arts, enhance self-expression, and provide a better understanding of the human experience. Attendance at an art exhibition and two different live performances is required. The course meets the Maryland state approved Associate of Arts in Teaching degree.

AR 101-Two Dimensional Art and Design (3)
• Gen Ed Arts
Prerequisite: EN 70 OR Prerequisites or Corequisites: EN 75 OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Investigates the concepts and principles of two-dimensional visual design using black and white through a series of design exercises of increasing complexity.

AR 102-Three Dimensional Art and Design (3)
Prerequisite: AR 101

Builds on the design concepts of AR 101. Explores the principles of visual organization and communication using color and three-dimensional form.

AR 103-The History of Art: Non-Western (3)
• Gen Ed Arts; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Surveys the major developments in painting, sculpture, and architecture created in non-western cultures around the world. Emphasizes a global perspective and illuminates the historical/artistic interaction of world cultures. Provides an overview of the visual arts created in India, China, Japan, Islam, Africa, Oceania, and the pre-Columbian cultures of North and South America. A visit to an art museum is required.

AR 104-The History of Art: Prehistoric to Early Renaissance (3)
• Gen Ed Arts; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Surveys the major developments in painting, sculpture and architecture from prehistoric times to the Italian Renaissance. Explores multi-cultural diversity through the study of the history of civilization, religion, myth, literature, politics and the human condition as manifested in the visual arts. A visit to an art museum is required.

AR 105-The History of Art: Renaissance to Modern (3)
• Gen Ed Arts; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Surveys the major developments in painting, sculpture and architecture from the Italian Renaissance to the present. Explores multi-cultural diversity through the study of the history of civilization, religion, myth, literature, politics and the human condition as manifested in the visual arts. A visit to an art museum is required.

AR 106-Drawing I (3)
• Gen Ed Arts
Prerequisite: EN 70 OR Prerequisites or Corequisites: EN 75 OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Develops skills in using different drawing mediums and approaches. Emphasizes learning how to draw still life, landscape, drapery studies and experimental problems. Includes problems of scale and collage. Students will acquire a portfolio of drawings from studio work. Students must furnish supplies.

AR 107-Drawing II (3)
Prerequisite: AR 106

A continuation of AR 106 with more complex drawing. Emphasizes arranging and understanding the various composition formats, picture planes and pictorial methods of expression found in drawing. Students must furnish supplies.

AR 108-Painting I (3)
Prerequisite: AR 101 or AR 106

Introduces the fundamental concepts and techniques of painting in oils or acrylic. Compositional problems based on still-life, interior and exterior space will be explored. Students must furnish supplies.

AR 109-Painting II (3)
Prerequisite: AR 108

A studio course in analysis of solutions to problems involved in oil or acrylic painting. Develops skills in the preparation of the canvas and in the production of representational, abstract and other styles of paintings.

AR 113-Pottery I (3)
• Gen Ed Arts
Prerequisite: EN 70 OR Prerequisites or Corequisites: EN 75 OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Explores clay as a medium for the expression of art. Uses various production techniques, decorating and glazing methods to achieve well-conceived and designed objects of ceramic art.

AR 114-Pottery II (3)
Prerequisite: AR 113

An advanced study into the nature of ceramic art. Skills and techniques learned in Pottery I are refined and advanced, chemical information and historical traditions are elaborated upon to prepare the student for the production of fine ceramic art.

AR 115-Introduction to Color Theory and Design (3)
Prerequisite: EN 70 OR Prerequisites or Corequisites: EN 75 OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces students to the basic principles and elements of color theory. Through lectures, still images, and in-class studio work, students will develop an awareness of color and a deeper understanding of color theory and practice. Topics include the scientific, psychological, and aesthetic aspects of color. Historic examples of color trends in art and design will also be discussed.

AR 119-Pottery: The Wood Kiln (3)
Prerequisite: AR 113

Explores wood-firing as a medium for the expression of ceramic art. Uses various production techniques, decorating and glazing techniques, along with wood kiln firing methods to achieve well-conceived and well-designed objects of ceramic art.

AR 203-Sculpture (3)
Prerequisite: EN 70 OR Prerequisites or Corequisites: EN 75 OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces the three-dimensional processes of carving, modeling, casting and constructing sculptures. Gallery visits, discussions and critiques augment the student's personal studio experiences.

AR 204-Illustration I (3)
Prerequisite: AR 106

Concentrates on the development of hand skills and concepts which are an important part of the technique and magic of picture making. Explores material resources and the preparation of art for reproduction such as advertising design, editorial and fiction illustration. Includes trips to professional design studios.

AR 205-Illustration II (3)
Prerequisite: AR 204

Develops individual style and interpretation. While class assignments are given, individual preferences are welcomed and encouraged. Considers illustration for books, social comment, etc. Study and discussion of slides and sometimes films on the work of past masters and current trends. Critiques and discussions on works in progress.

AR 206-Introduction to Figure Study I (3)
Prerequisite: AR 106

Offers an intensive study in drawing and painting of the human figure, action, volume, structure and anatomy.

AR 207-Introduction to Watercolor I (3)
Prerequisite: EN 70 OR Prerequisites or Corequisites: EN 75 OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Instruction in transparent watercolor techniques, including wash and dry brush, ink and watercolor and expanded uses such as intermixing with turpentine and charcoal and pastel.

AR 210-Watercolor II (3)
Prerequisite: AR 207

Expands techniques developed in AR 207, emphasizing personal expression in watercolor painting. Explores the various advanced methods in watercolor painting, observing works of traditional and contemporary artists. Includes individual research required and museum visits.

AR 213-Intermediate Sculpture (3)
Prerequisite: AR 203

Explores figurative and abstract directions in clay, plaster, welded steel and/or assemblage. Emphasizes a wide range of materials and techniques and their resulting aesthetic statements

ASLS: American Sign Language Studies

ASLS 100-American Sign Language Fingerspelling and Numbering (3)
Prerequisite: ASLS 102; Corequisite: ASLS 103

Provides an in-depth study of American Sign Language Fingerspelling and Numbering. ASL Fingerspelling and Numbering is a crucial component of ASL. Focuses on developing receptive and expressive fingerspelling and numbering skills. Through class activities, this course covers names of people, cities, states, titles of books, movies, brand names, and lexicalized fingerspelling. This course also covers five systems in ASL Number Use: cardinal, ordinal, incorporation, unique, and sports system.

ASLS 101-Visual Gestural Communication (3)
Trains students visual acuity (receptive and expressive) and coordination of body movements. Emphasis is on mime, gestures and facial expressions. Through class activities and movement, students communicate without using the spoken voice. This class is designed to be a foundation for American Sign Language 1-3. It is recommended that ASLS 102 be taken concurrently with ASLS101.

ASLS 102-American Sign Language I (3)
• Gen Ed Humanities
Presents the basic skills used in American Sign Language. Includes vocabulary and grammar related to the exchange of personal information, introductions and negotiating the environment of sign conversation. Uses workbooks and videotapes. (First of four courses in ASL. Credit by examination is available.)

ASLS 103-American Sign Language II (ASL II) (3)
• Gen Ed Humanities
Prerequisite: ASLS 102

A continuation of American Sign Language I. Further develops communication competencies in sign language above the basic level. Introduces transcription symbols, sentence types, time pronominalization, subjects and objects, classifiers, locatives, pluralization and temporal and distributional aspects. Develops receptive/ expressive skills. Features additional information about the deaf community and deaf culture.

ASLS 106-Introduction to Deaf Community and History (3)
• Gen Ed Multicultural Perspect; Cultural Competence
Introduces students to the American Deaf Community through historical events. Topics include the development of American Sign Language, modes of communication, laws concerning Deaf people, professions within the Deaf community, education of Deaf children, and the importance and value of Deaf Culture.

ASLS 202-American Sign Language III (ASL III) (3)
• Gen Ed Humanities
Prerequisite: ASLS 103

A continuation of American Sign Language II. Emphasizes ASL grammar, vocabulary development and the deaf culture. Expands dialogue, short stories, narratives, short conversations and both receptive and expressive skills. Emphasizes signing techniques as well as signing speed and accuracy.

ASLS 203-American Sign Language IV (3)
• Gen Ed Humanities
Prerequisite: ASLS 202

A continuation of ASL III. Features comprehension of medium and longer stories, narratives and dialogues presented by the instructor and deaf ASL users. Students express self-generated stories. Presents hypothetical issues and problems. Includes interaction with the deaf community in both directed and non-directed activities.

ASLS 206-American Deaf Culture (3)
Prerequisite: ASLS 106

Examines the unique culture of the Deaf Community. Some topics covered include attitudes from and towards the Deaf, values (family, social, political), humor, storytelling, athletics, performing arts, jokes, organizations, clubs, educational issues, and the diversity of membership. Reviews how new advances in technology have changed the culture.

ASLS 211-ASL Linguistics (3)
Prerequisites: (EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72) and (ASLS 203 and ITR 104); Corequisite: ITR 110, ITR 112, and ITR 114

Introduces students to the linguistics of American Sign Language (ASL) and English. Provides an introductory study of the phonological, morphological, lexical, syntactic, and discourse. Reviews the similarities and differences between signed languages and spoken languages. Introduces basic theories regarding ASL structure and emphasizes ASL status as a natural language by comparing and contrasting similarities and unique differences between the two.

BI: Biological Science

BI 55-Preparation for Allied Health (0) [3]
Prerequisites: (EN 70 or EN 75) OR (EN 50 and EN 51) OR (ESL 94 and ESL 97) OR (ESL 70 and ESL 71) OR (Corequisite: EN 75) AND (MA 81 or MA 83 or MA 85 or appropriate score on mathematics placement test)

Presents basic science concepts and science study skills. A preparatory course for students who have limited science background.

BI 100-Fundamental Concepts of Biology (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 81 or MA 83 or MA 85 or appropriate score on mathematics placement test)

Explores basic biological concepts involved in understanding the structure, function, and evolution of organisms. Introduces organization of living matter, metabolism, genetics, evolution, and ecology, and their application to everyday life. This one semester laboratory course is intended for non-STEM (science, technology, engineering, and math) majors, and is designed to provide students with an appreciation of biological concepts and their current applications. Meets the requirement for a general education science lab course.

BI 101-General Biology I (4)
• Gen Ed Science
Prerequisites: Completion of high school biology strongly recommended AND (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Explores the basic biological principles common to all living organisms, including biological chemistry, bioenergetics and metabolism, cellular and molecular biology, and classical and molecular genetics. Methods of scientific inquiry and data analysis are studied and practiced. BI 101 is the first of a two semester series that together with BI 102 is a comprehensive survey of modern biology. This course is intended for STEM (science, technology, engineering, and math) majors, and pre-allied health majors.

BI 102-General Biology 2 (4)
• Gen Ed Science
Prerequisite: BI 101

Continues the comprehensive survey of modern biology begun in BI 101 with an emphasis on mechanisms of evolution, methods of phylogenetic reconstruction and analysis, diversity of life, and ecology. Surveys biological diversity of all eukaryotic domains and kingdoms, including the study of various anatomical, physiological, and behavioral adaptations for life in different habitats. Select vertebrate body systems are studied.

BI 103-Anatomy and Physiology (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test) AND (BI 55 or BI 101 or BI 120 or CH 101)

The first course in a two-semester sequence. Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes basic anatomical terminology, concepts of cell biology, histology, integumentary system, skeletal system, muscular system, nervous system, special senses and endocrine system.

BI 104-Anatomy and Physiology (4)
• Gen Ed Science
Prerequisite: BI 103

The second course in a two-semester sequence. Includes the cardiovascular system, lymphatic system and immunity, respiratory system, digestive system and metabolism, urinary system, fluid/electrolyte balance, acid/base balance, and reproductive system.

BI 107-Human Biology (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73); Prerequisite or Corequisite: MA 82 or MA 85 or appropriate score on mathematics placement test

Presents a study of the human body and its relationships to health, disease, and the environment. Covers basic concepts of anatomy, physiology, genetics, cancer, disease, immunology, aging, human evolution and/or related topics. Incorporates case studies, group work and information technology. For the non-science major. Meets the requirement for a general education science lab course. Students cannot receive credit for both BI 107 and BI 117.

BI 117-Study of the Human Body (3)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73); Prerequisite or Corequisite: MA 82 or MA 85 or appropriate score on mathematics placement test

Examines the human body and its relationships to health, disease, and the environment. Covers basic concepts of anatomy, physiology, genetics, cancer, disease, immunology, aging, human evolution, and/or other related topics. Incorporates case studies, group work, and information technology. For the non-science major. Students cannot receive credit for both BI 117 and BI 107.

BI 120-Microbiology for Allied Health (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test) AND (BI 55 or BI 101 or BI 103 or CH 101)

For allied health students. Covers the basic principles of cell chemistry and microbiology with respect to human physiology. Includes cell physiology, growth and metabolism of microorganisms, import groups of pathogenic microorganisms, antimicrobial agents, immunology and introductory biochemistry.

BI 130-Forensic Biology (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73); Prerequisite or Corequisite: MA 82 or MA 85 or appropriate score on mathematics placement test

Introduces the principles and concepts of the biological aspects of forensic science. Examines the role of the laboratory in criminal investigation and human identification using forensic pathology, serology, anthropology, molecular biology, and other specializations.

BI 140-Biotechnology and Society (3)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Presents an overview of biotechnology and its scientific foundation through introductory investigations of the cell, protein structure and function, genetic expression, ecological and evolutionary interactions, and technological applications and issues. Introduces how science blends with consumer applications, regulatory information and social issues to provide a detailed perspective of the interrelationship among science, technology and society. May include one or more mandatory field trips, and/or guest lecturers.

BI 201-General Ecology (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Provides an overview of the interactions among living things and their abiotic environments, emphasizing factors which affect the abundance and distribution of living things. The laboratory will focus on using field experiences to develop topics covered in the lecture. Some Friday, Saturday or overnight field trips.

BI 202-Human Ecology (3)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73); Prerequisite or Corequisite: MA 82 or MA 85 or appropriate score on mathematics placement test

Investigates physical environments of human beings and the effect of technologies on the environment. Emphasizes small group investigations of air, water and soil pollution and the rapidly expanding population as it affects the natural ecosystem within Frederick County and the Eastern seaboard. Some Friday or Saturday field trips.

BI 203-Elements of Microbiology (4)
Prerequisites: CH 101 and BI 101 or BI 103

Introduces microbiology. Includes basic study of morphology, physiology, genetics and ecology of microorganisms, with an introduction to infectious diseases and immunology.

BI 220-Cell Biology and Tissue Culture (4)
Prerequisites: BI 101 and CH 101

Introduces cellular organization, regulation, energy transport, and division. Discusses gene expression and interaction in relation to cellular biology. Presents tissue culture in the laboratory setting as a medium for bioprocess manufacturing. May include one or more mandatory field trips and/or guest lecturers.

BI 240-Genetics (4)
Prerequisites: BI 101 and CH 101

Includes history of genetics, the chemical basis of heredity, the chromosomes and genes, probability, variation in gene structure, mutation, extrachromosomal systems and genes flow in populations.

BLD: Building Trades

BLD 101-Introduction to Building Trades (3)
Prerequisite: EN 70 or EN 51 or ESL 97 or ESL 70

Introduces general aspects of building trades, the building process, and its phases. Emphasizes health and safety issues related to the building trades. Explores print reading, building design, building site planning, site preparation, and estimating as it relates to construction. Includes an overview of applicable equipment and materials required in the building trades.

BLD 108-Duct Design & Installation (3)
Prerequisite or Corequisite: BLD 109

Covers duct installation, sizing, making take-offs, modifications, and unit tie-ins. Lectures will cover safety, sizing methods, types of tools used, duct types and applications. In a lab setting, students will learn hands-on how to measure, cut, modify, and install ductwork for various applications. CFM measurements and airflow troubleshooting will also be covered.

BLD 109-Fundamentals of HVACR (4)
Prerequisite: EN 70 or EN 75 or EN 51 or ESL 97 or ESL 70 OR Corequisite: EN 75

Covers fundamentals of heating, cooling, ventilation, humidity control, and basic refrigeration. Students will receive hands-on experience in a lab setting.

BLD 110-Controls for HVACR (3)
Prerequisite: BLD 109 or permission of program manager

Covers the topics of controls in HVACR with respect to thermostats; pressure, safety and temperature devices; and valves. In a lab environment students will be able to identify and apply usage of these components.

BLD 113-HVAC Installation & Troubleshooting (3)
Prerequisite: BLD 110 or BLD 112 or permission of program manager

Teaches basics of troubleshooting, installation, service and preventative maintenance techniques of HVAC equipment. Course includes EPA CFC certification. Hands-on experience will be conducted in a lab setting where students will demonstrate and apply these techniques.

BLD 114-Fossil Fuels & Hydronic Heating (3)
Prerequisite: BLD 110 or BLD 112 or permission of program manager

Covers the topics of fossil fuel heating devices, hydronic and forced air equipment. Students will apply troubleshooting, installation, service, and preventative maintenance techniques on these systems in a lab setting.

BLD 120-Welding Symbols & Blueprint Reading (2)
Prerequisite: EN 70 or EN 51 or ESL 97 or ESL 70

Introduces various types of prints used in the welding industry. Topics include print reading, measurements, metallurgy, types of welds and joints, and welding symbols.

BLD 121-Introduction to Welding (4)
Prerequisite: EN 51 or ESL 97 or ESL 70

Introduces the basic processes in the welding field. Emphasizes welding safety. Introduces the various types of welding equipment, identification and selection of filler material, types of welds, and the different welding positions.

BLD 122-Advanced Welding: SMAW (4)
Prerequisite: BLD 121; Prerequisite or Corequisite: BLD 120

Focuses on Shielded Metal Arc Welding (SMAW). Students will perform a SMAW welding performance qualification test on limited thickness test plates in the 2G and 3G positions on carbon steel in accordance with American Welding Society D1.1 Structural Welding Code; this leads to an in-house certification.

BLD 125-Advanced Welding: GTAW (3)
Prerequisite: BLD 121; Prerequisite or Corequisite: BLD 120

Introduces Gas Tungsten Arc Welding (GTAW) on carbon steel, stainless steel, and aluminum. Topics include welding safety, basic machine maintenance, and welding techniques.

BLD 127-Advanced Welding: GMAW (3)
Prerequisite: BLD 121; Prerequisite or Corequisite: BLD 120

Focuses on Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and oxyfuel cutting on carbon steel. Students will develop skills to weld groove welds in multiple positions. Students will perform GMAW and FCAW welder performance qualification testes on limited thickness test plates on carbon steel in accordance with American Welding Society D1.1 Structural Welding Code.

BLD 128-Advanced Welding: SMAW 4G (3)
Prerequisite: BLD 122

Focuses on Shielded Metal Arc Welding (SMAW) and oxyfuel and Plasma Arc cutting on carbon steel. Students will complete a SMAW welder performance qualification test on limited thickness test plates in the 4G position on carbon steel in accordance with American Welding Society D1.1 Structural Welding Code. Leads to an in-house certification.

BLD 141-Fundamentals of Structural Wiring (4)
Prerequisite: EN 70 or EN 75 or EN 51 or ESL 97 or ESL 70 OR Corequisite: EN 75

Covers basic principles and fundamentals of electricity and electrical work. Course will include components of schematics and blueprints, importance and role of the National Electrical Code, and safety. Students will receive hands-on experience with tools of the trade, wiring, and installing components of accessory terminations.

BLD 142-Residential Electric (3)
Prerequisite: BLD 141 or permission of program manager

Advances student knowledge in the National Electrical Code (NEC) and its application. Topics covered will include NEC calculations, as well as print reading, circuitry, schematics, materials, and circuit testing. Hands-on applications will be conducted in a lab setting.

BLD 145-Commercial Electric (3)
Prerequisite: BLD 142 or permission of program manager

Continues the concepts and skills covered in the first two courses of the electrical building trades program. This course covers wiring methods mainly used in commercial construction. Topics covered to include: conduit (bending, installation), commercial lighting (fluorescent, HID), and transformers. Students will also have an overview of the applicable sections of the National Electrical Code (NEC), including box/conduit fill, and load calculations.

BLD 146-Specialized Systems (3)
Prerequisite: BLD 141 or permission of program manager

Covers topics in the electrical field such as CAT5, CAT6, CATV, fiber optics, fire alarms, photovoltaic, and electric controls. Students will receive hands-on experience working with materials and components in a lab setting. Students will also be introduced to the National Electrical Code (NEC) codes governing these various sub-fields to the electrical industry.

BPM: Bioprocessing Technology

BPM 102-Bioprocessing Environment (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Presents the tenets of Current Good Manufacturing Practices (cGMPs) and regulations relevant to the bioprocess manufacturing industry. Importance of inspections and monitoring are discussed. Work-related issues are introduced, such as workplace conduct, employer expectations, company organization and policy, personal safety, and industrial hygiene. May include one or more mandatory field trips and/or guest lecturers.

BPM 103-Laboratory Techniques I (1)
Prerequisites: Completion of high school biology or chemistry is strongly recommended AND (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Focuses on the basic principles and procedures used in all laboratory courses. Includes safety, equipment usage, areas of the lab and testing involved, quality control/quality assurance, lab math, and professionalism.

BPM 110-Bioprocessing Measurements (4)
Prerequisite or Corequisite: BPM 103

Examines methods of measurement and monitoring used in bioprocessing. Emphasizes pH, temperature, pressure and flow rates, as well as spectrophotometry, and biochemical and chemical analytical methods.

BPM 214-Techniques in Bioproduction (4)
Prerequisites: BI 120 or BI 203, BPM 102, BPM 110

Introduces practices used in the industry to manufacture a biological material or product, as well as problem-solving strategies. Emphasizes and demonstrates aseptic technique, upstream and downstream processes, and quality control through hands-on laboratory activities.

BU/MA: Business/ Mathematics

BU/MA 205-Business Statistics (3)
• Gen Ed Math
Prerequisites: (MA 81 or MA 83 or appropriate score on mathematics placement test) and (CIS 101 or CIS 111E or CIS 116E) and (placement in EN 70 or ESL 70 or higher on the reading placement test)

Introductory non-calculus statistics course for business using spreadsheets. Topics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, chi-square tests and non-parametric tests. Students can only receive credit for one of the following: BU/MA 205 or BU/MA 205A. Business Administration students must take BU/MA 205 (not BU/MA 205A).

BU/MA 205A-Business Statistics (3)
• Gen Ed Math
Prerequisites: (A grade of B or better in MA 80 or appropriate score on mathematics placement test) and (CIS 101 or CIS 111E or CIS 116E) and (placement in EN 70 or ESL 70 or higher on the reading placement test)

Combines an introductory non-calculus statistics course for business using spreadsheets, with topics from Algebra. This course begins with an intensive five-week course in Algebra followed immediately by ten weeks devoted to Business Statistics. Topics of Algebra include linear equations and inequalities, absolute value, quadratic functions, exponential functions, and polynomial functions with an emphasis on functions, graphing, and modeling. Topics of Business Statistics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, chi-square tests, and non-parametric tests. Students can only receive credit for one of the following: BU/MA 205 or BU/MA 205A. Business Administration students must take BU/MA 205 (not BU/MA 205A).

BU: Business Studies

BU 103-Introduction to Business (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Introduces effective use of planning, organization and control in the management of an enterprise. Introduction to finance, personnel and plant management, marketing and business and government relations.

BU 107-Business Mathematics (3)
Covers the mechanics of computation and fundamentals of problemsolving in such practical applications as statistics, percentage, interest, partial payments, distributions, payroll and graphs.

BU 109-Entrepreneurship & Small Business Enterprise (3)
Explores starting and successfully managing a small business. Includes making the decision for self-employment, getting started (new business, going concern, franchising), marketing the product or service, achieving proactive financial management, a miscellany of management pointers for small businesses (personnel/inventory/control/managing risk) and regulations and taxes.

BU 110-Personal Financial Management (3)
Develops a well-rounded approach to managing personal finances. Includes financial planning, budgeting, financing consumer purchases, risk control, investments and retirement planning.

BU 116-Global Business Simulation (3)
Prerequisites: [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73), and ACCT 101 and BU 103 and any CIS course

Introduces students to an international business model in which students work as team members in a simulated business firm. The students will perform various business functions (i.e., purchasing, accounting, marketing, and managing human resources) as the firm transacts business in a virtual environment with students in the U.S. and other countries. Emphasis will be placed on decision making, critical thinking, and team-building throughout the course.

BU 132-Professional Human Resource Preparation (2)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Reviews requirements of the Professional Human Resources (PHR) or Senior Professional in Human Resources (SPHR) certification. Includes application exercises that develop specific competencies and decision-making skills. This course follows the Human Resource Certification Institute's exam preparation course.

BU 140-Agricultural Business (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces the principles of management in modern agricultural business and farm production. Emphasizes small agricultural businesses including crops, livestock, agritourism, sustainable agriculture, small acreage operations, and high value agricultural enterprises (e.g., viticulture, organic produce, aquaculture). The course will cover marketing, operations, finance, and human resources, as well as general management issues in an agricultural business.

BU 211-Business Law I (3)
Prerequisite: EN 101

Introduces business law and its application to business activity. Includes contracts, agency and employment, negotiable instruments and sales.

BU 213-Principles of Finance (3)
Prerequisites: ACCT 102 and any credit math

Overview of financial sectors and tax environment; ratio analysis; forecasting profits; working capital management; investment decisions with present value emphasis and investments under uncertainty; valuation and cost of capital; and long-term financing.

BU 221-Public Relations (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces basic principles that business and administrative organizations have found to be successful in building and maintaining favorable public relations. Attention to the various tools of public relations such as the broadcast media, newspapers, periodicals, brochures, photographs and exhibits.

BU 223-Human Resource Management (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces basic concepts of Human Resource (HR) Management in organizations. Provides an overview of the primary elements of HR management, including human resource planning, recruitment, selection, training and development, performance management and employee motivation/retention, compensation and benefits, workplace safety, labor relations, and legal/ethical issues.

BU 225-Marketing (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Explores problems and organization of systems that distribute goods and services in the business world. Promotion through retail and wholesale parallels; consumer buying habits; pricing, budgeting, transportation and warehousing; and sources and uses of marketing information.

BU 227-Principles of Management (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Provides an introduction to basic principles of management in business and other organizations. Emphasizes management functions including planning, organizing, staffing, directing, controlling and coordinating. Explores the role leaders play in strategic planning, change management, innovation, decision making, and motivating employees/teams.

BU 251-Introduction to International Business (3)
Presents the management and decision-making aspects of international business situations. Studies the functions of international business as it relates to economics, monetary systems, law, finance and accounting.

BU 272-Supervisory Management (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Prepares the student for the transition from employee to supervisor. The course evaluates styles of leadership and develops skills in human relations management.

BU 273-Business Communications (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Emphasizes the theory and practice of oral, written, and interpersonal communication used in the workplace. Classroom activities and assignments will focus on writing business correspondence and reports, planning and delivering effective presentations, and developing teamwork and collaboration skills.

BU 274-Customer Relations (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Examines the role of customer relations in business and emphasizes the theory and practice of developing, fostering and managing relationships between the company and the customer. The course will focus on those practices that lead to customer loyalty and retention. Value equation applications and a systems approach to service excellence are introduced in the course. The course will also address building excellent customer relations into the mission of the company and committing to customer service as competitive advantage.

BU 275-Fundamentals of Leadership (3)
Prerequisite: EN 70 or EN 75 or EN 50A or EN 61 or ESL 95 or ESL 73

Emphasizes the theory and real-time practice of leadership skills used in the workplace. Classroom activities and assignments will focus on strategies for navigating change, leading with priorities in mind, managing conflict, giving and receiving constructive feedback, visioning, preparing mission statements, and setting goals.

BU 281-Global Awareness in the Work Environment (3)
• Gen Ed Multicultural Perspect; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Promotes student awareness of the cultural diversity in the workplace whether in the US with multicultural coworkers or abroad. Stresses student thinking about the global work environment by analyzing and applying course information. Utilizes a variety of classroom and Internet activities and projects to develop an understanding of the workplace cultural surroundings.

BU 290-Project Management (3)
Prerequisite: CIS 101

Introduces concepts and practices of project management and their universal application to all types of organizations. Students will analyze the roles of the project manager and project team and utilize techniques for effective project planning, management, control, closeout, and evaluation.

CAD: Computer Aided Design

CAD 101-Introduction to AutoCAD I (3)
Prerequisite: EN 70 or EN 75 or EN 51 or ESL 97 or ESL 70 OR Corequisite: EN 75

Introduces AutoCAD software and its application as a drawing tool. Students will utilize basic AutoCAD commands to create two-dimensional production and architectural drawings. Students will use templates, layer control, dimensioning, editing, text, symbol creation, and blocks to create and modify geometrical designs and print/plot drawings for presentation.

CAD 102-Introduction to AutoCAD II (3)
Prerequisite: CAD 101

Continues the study of AutoCAD at an intermediate level. Students will create pictorial views and three dimensional drawings. Students will be introduced to additional CAD systems (Autodesk Architecture, Revit, Civil 3D, and Microstation).

CAD 130-Introduction to Revit (BIM) (3)
Prerequisite: EN 70 or EN 51 or ESL 97 or ESL 70

Introduces students to Autodesk Revit software, a Building Information Modeling (BIM) program, and its application as a design/drawing tool throughout the design process. Allows students to design structural components in 3D, annotate with 2D drafting elements, and access building information from the building models database.

CAD 200-Introduction to Architectural Drawing and Design (3)
Prerequisite: CAD 101

Introduces basic principles and concepts of architectural drawing and design, and their application. Develops an understanding of programming and schematic design. Introduces fundamental drawing practices, drawing systems, and presentation techniques. Students will create architectural sketches, drawings, and models.

CAD 201-Residential Architecture I (4)
Prerequisite: CAD 102

Introduces the basics of residential architecture. Content covers the language of architecture, the makeup of a set of plans, and the geometry of drawing parts of houses. Students will complete a set of plans and work with various disciplines for one house. Plans will be completed in AutoCad.

CAD 202-Residential Architecture II (4)
Prerequisite: CAD 201

Introduces the use of AutoCad in preparing construction documents and 3-dimensional models of buildings. Architecture terminology, building techniques, building conventions, building design, and architecture-related information will be introduced. Students will complete a set of plans and work with various disciplines for one house. Plans will be completed using AutoCad.

CAD 204-Introduction to Inventor (3)
Prerequisite: CAD 102

Introduces Autodesk Inventor software and its application as a design/drawing tool. This course covers basic and advanced Autodesk Inventor features used to create, edit, document, and print parts and assemblies.

CAD 205-Civil Drafting I with CAD (3)
Prerequisite: CAD 102

Introduces fundamental concepts of civil drafting and design of civil engineering projects. Students will explore career fields in civil engineering and design including survey, land development, environmental, highway, and utilities. Students will use CAD software to create and revise civil drawings including site surveys, plot plans, record plats, utility drawings, and plan profiles. Students will develop an understanding of the relationship of GIS applications to civil engineering.

CAD 207-Civil Drafting II with CAD (3)
Prerequisite: CAD 205

Introduces intermediate/advanced concepts of civil drafting and design of civil engineering projects. Students will use 3D civil CAD software to create and revise civil engineering drawings including survey drawings, highway layouts, profiles, site plans, corridors, sections, grading plans, cut and fill drawings, and other civil detail drawings.

CH: Chemistry

CH 100-Chemistry and Society (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Intended for non-science majors. Explores important concepts of modern chemistry. Emphasizes connection between basic scientific principles and the current technologies of our society. Laboratory experiments illustrate the process of scientific discovery. No background in science is required. Will not serve as a prerequisite for CH 102, CH 201 or advanced science courses. For non-science majors.

CH 101-General Chemistry (4)
• Gen Ed Science
Prerequisites: Completion of high school chemistry strongly recommended AND (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Intended for science majors, technology majors and pre-allied health majors. Examines the concepts underlying modem chemistry, including atomic and molecular structure, bonding, states of matter and solutions. Laboratory experiments illustrate the lecture material.

CH 102-General Chemistry (4)
• Gen Ed Science
Prerequisite: CH 101

Continues examining the concepts underlying modem chemistry, including kinetics, equilibrium, acid-base theory, nuclear chemistry, electro-chemistry, chemistry of the elements and an introduction to organic and biochemistry. Laboratory experiments illustrate the lecture material.

CH 105-Essentials of Organic Chemistry (4)
Prerequisite: CH 101

Introduces organic chemistry, emphasizing nomenclature, structure, methods of preparation, reactions and some biological applications. Laboratory includes synthesis and identification of organic compounds. For students in allied health fields and for students needing a one-semester organic chemistry course.

CH 201-Organic Chemistry (4)
Prerequisite: CH 102

Presents the hydrocarbon and derivatives, emphasizing bonding, structure, nomenclature, methods of preparation, reaction and reaction mechanisms. Laboratory emphasizes common techniques, synthesis of representative compounds.

CH 202-Organic Chemistry (4)
Prerequisite: CH 201

Continues to present the hydrocarbon and derivatives, emphasizing bonding, structure, nomenclature, methods of preparation, reaction and reaction mechanisms. Laboratory emphasizes common techniques, synthesis of representative compounds and qualitative organic analysis.

CIS: Computer and Information Sciences

CIS 101-Information Systems and Technology (3)
• Gen Ed Computer Literacy
Prerequisite: EN 70 OR Prerequisites or Corequisites: EN 75 OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Explores the fundamentals of information systems and relevant technologies. This course surveys the terminologies, types, components, functions, architectures, and development life cycle of information systems. Topics include roles, values, impacts, applications, security concerns, social issues, ethics, and responsibilities related to the use of information systems in businesses. Students also learn productivity applications, such as word processing, spreadsheet, presentation, and database software.

CIS 103-Keyboarding (3)
A series of individual courses leading to increased skills in keyboard use.

CIS 103A-Introductory Keyboarding (3)
Develops typewriting skills and techniques. Covers basic procedures such as typing personal and business letters, envelopes, centering, tabulation and manuscripts. Goal is at least 30 words per minute. Course may be waived upon examination.

CIS 103B-Executive Keyboarding (3)
Prerequisite: CIS 103A

Helps students with keyboarding experience to further their skills in the area of administrative or executive office skills. Students identify their speed and accuracy problems, develop practice routines to help correct those problems, and learn basic and advanced business formatting. Teaches how to prepare employment documents, how to handle office tasks, how to edit and abstract written materials, and how to make decisions and set priorities.

CIS 103C-Keyboarding for the Business and Health Care Professional (3)
Note: In order for students to be successful in this course, students should demonstrate the ability to type by touch a minimum of 25 words a minute with three or less errors for three minutes. There are many online sites to test typing speed and accuracy. Students will be tested at the first class meeting.

Designed for students who can keyboard by touch, have keyboarding experience, and want to further their expertise in the area of business and medical administrative office skills. Students will identify their speed and accuracy problems, develop practice routines to help correct those problems, and learn basic and advanced business and medical administrative document formatting. Emphasis will be placed on how to prepare employment and patient documents, how to handle office tasks, how to edit and abstract written materials, and how to make decisions and set priorities.

CIS 106-Object Design and Programming (3)
• Gen Ed Computer Literacy
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND Prerequisite or Corequisite: MA 81 or MA 83 or MA 85 or appropriate score on mathematics placement test

Covers basics of object-oriented programming, fundamentals of computer information systems, impact of information technology on the economic, political and cultural development of society as well as the ethical, societal, and legal aspects of information technology. Students will design, implement, document, and debug object-oriented programs to solve problems by utilizing various data types and algorithms, control structures, encapsulation, and inheritance. Students will participate in structured walkthroughs and discussions, create Unified Modeling Language (UML) diagrams in designing solutions, and debug errors within the designed solutions. Requires no prior programming experience.

CIS 111-Microcomputer Software Applications (3)
A series of individual courses involving various state-of-the-art microcomputer software application packages. Courses include:

CIS 111A-Microcomputer Software Applications: Word Processing (3)
Prerequisite or Corequisite: CIS 101 or CIS 106 or CIS 116D

Covers the basic, intermediate and advanced features of word processing. Students create, edit, format and save personal and business documents. Along with data integration, special features such as mail merge, sorting, styles, columns, footnotes, outlines, table of contents, indexes, and templates are presented.

CIS 111B-Microcomputer Software Applications: Database (3)
Prerequisite or Corequisite: CIS 101 or CIS 106

Covers the basic and advanced features of a commercial database software package. Students plan, define and use a database; perform queries; produce reports and forms; work with multiple files; and learn the basic concepts of database programming.

CIS 111E-Microcomputer Software Applications: Spreadsheets (3)
Prerequisite or Corequisite: CIS 101 or CIS 106 or CIS 116D or CIS 116F

Covers the basic and intermediate features of a commercial spreadsheet software package. Students design a variety of worksheets and charts; create formulas and functions, work with a spreadsheet's database features; apply 'what if' techniques and interchange data with other applications.

CIS 111J-Microcomputer Software Applications: Web Page Development (3)
Prerequisite or Corequisite: CIS 101, CIS 106, or CIS 116D

Introduces modern web development tools for website construction. This course covers the topics relevant to the development of interactive websites, including conceptualization, design, layout, and visual stimulation. Students will learn HTML5, CSS3, and JavaScript.

CIS 111K-Microcomputer Software Applications: Practical Structured Cabling (3)
Provides students with the fundamental skills to work with structured cabling systems that make up data and voice systems. This course will cover copper and fiber-optic cable types, installation, testing, and troubleshooting. Students will also learn about OSHA safety standards, applicable building codes, and industry standards. An overview of accrediting associations (e.g., BICSI, ETA) will be included.

CIS 111L-UNIX/Linux Operating System (3)
Prerequisite: CIS 101 or CIS 106

Explores the practical use and operation of an open-source operating system (Linus/Unix). Students will learn how to use basic Unix commands, shell scripting, and various system utilities.

CIS 111M-PC Operating Systems (3)
Prerequisite or Corequisite: CIS 101, CIS 106, CIS 116D, or CIS 212

Explores the installation, configuration, and operations of operating systems. Students learn to set up, configure, troubleshoot, and maintain hardware devices and software applications on an operating system. Completion of this course will help prepare students for the A+ certification eam. It is recommended that students take this course and CIS 212-PC Repair & Diagnostics in the same semester.

CIS 111R-Business Software Applications (3)
Emphasizes an integrated approach. Covers different software applications, from spreadsheet to word processor, to graphs, to the file manager, to communication files. Provides numerous hands-on assignments and exercises. Students gain practical experience using a computer to solve problems that arise in the automated office environment.

CIS 116-Microcomputer Software Applications (1)
A series of short-term courses leading to increased skills in various state-of-the-art microcomputer software applications packages

CIS 116B-Microcomputer Software Applications: Internet Home Page (1)
Prerequisite: CIS 116D

Learn how to create web pages using mark codes, link Web sites, include images and sound files and how to create user-friendly forms.

CIS 116C-Microcomputer Software Applications: Presentation Graphics (1)
Introduces the basic principles and terminology of presentation graphics software. Topics covered include but are not limited to creating slides, using charts and graphics, customizing information and controlling the design of an electronic presentation. Teaches how to make transparencies, 35mm slides and handout notes for a slide show.

CIS 116D-Microcomputer Software Applications: Windows (1)
Covers the basics of the Windows operating system from navigating with the mouse to customizing the desktop to managing files, directories and programs.

CIS 116E-MS Applications Spreadsheets (1)
Covers the basic and intermediate features of MS Excel 2013. Students design a variety of worksheets and graphs, create formulas, work with a spreadsheet's database feature, apply 'what if' techniques, and exchange data with other applications.

CIS 116F-Microcomputer Software Applications: Computer Fundamentals (1)
Surveys computer basics including hardware, applications, operating systems, and communication networks. Students learn the components of hardware, applications of software in work place, variety of operating systems, and the basics of communication networks.

CIS 116L-Microcomputer Software Applications: Software Integration (1)
Prerequisites: CIS 111A, CIS 111E, CIS 116C

Builds upon student's knowledge of the Microsoft Office Suite. Students cover the basics through advanced features of sharing data among Word, Excel, Access, PowerPoint and Outlook.

CIS 116P-Microcomputer Software Applications: Photoshop (1)
Introduces the basic principles and terminology of graphics software used for web and print materials. Students will learn how to create, modify, and import images as well as merge and edit colors. Students will become familiar with both the MAC and PC platforms in this course.

This course is recommended for students planning to take CMM 114 or CIS 111J.

CIS 116Q-Microcomputer Software Applications: Macromedia Flash (1)
Introduces the basic principles and terminology of Web media software. Students learn how to create interactive media including animated logos, Web site navigational controls, and media-rich elements that integrate with Web pages.

CIS 117-Data Science Essentials (3)
Prerequisite: EN 70 OR Prerequisites or Corequisites: EN 75 OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces concepts and techniques of data collection and discovery as well as computer based data analysis tools. Surveys data wrangling, data journalism, data visualization, big data analytics, and data engineering technologies, such as Hadoop and MapReduce. Topics include the data organization and repository, data science process, inductive data-driven modeling, statistical inference, logistic regression, and exploratory data analysis.

CIS 118-Data Analytics Using Spreadsheets (3)
Prerequisite or Corequisite: CIS 106 or CIS 111E

Covers the theory and techniques of data modeling and data analysis using spreadsheets. Students learn to summarize data, explore data, produce accumulated data, and visualize data by utilizing spreadsheet software, such as MS Excel.

CIS 119-Statistical Analysis System (SAS) (3)
Prerequisite: CIS 106

Covers the point-and-click interactive SAS Studio and basics of SAS programming. Students utilize SAS Studio to visualize and summarize data by creating reports, charts, and graphs as well as conduct statistical tests and analysis. Students also learn SAS programming capabilities necessary to process data from a variety of sources and to solve problems.

CIS 140-Java Programming (3)
Prerequisite: CIS 106

Introduces Java programming language with an emphasis on object-oriented principles. Students utilize library classes in developing Java standalone applications and applets. Topics include Graphical User Interface (GUI) programming, event-driven programming, inheritance, and polymorphism.

CIS 170-Security Fundamentals (3)
Prerequisite or Corequisite: CIS 180 or CIS 190

Provides students with the knowledge and skills to implement, maintain and secure network services, network devices, and network traffic. Builds on foundational network concepts, computer hardware, and operating systems principles.

CIS 173-Healthcare Information Technology (3)
Prerequisite or Corequisite: CIS 101 or CIS 106

Prepares students to become healthcare information technology technicians. Topics covered include healthcare-related regulatory requirements, healthcare terminology/acronyms, medical business operations, electronic health records (EHRs), and healthcare specific security best practices. Students will obtain the knowledge and skills required to implement, deploy, and support health IT systems in medical facilities.

CIS 175-Game Theory and Design (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Covers game theory and design. Topics include the roles of game designers, game structures and elements as well as game development stages and methods. Students learn about designing, prototyping, and playtesting games.

CIS 176-Game Creation (3)
Prerequisite or Corequisite: CIS 116D or CIS 116F (prerequisite only, course no longer offered) or CIS 116P or CIS 101 or CIS 106 or CIS 175

Covers the creation of basic games. This hands-on course guides students step by step through the basics of building interactive games. Students learn to create computer games utilizing current technologies, such as web page design/development languages, animation/simulation software, and game engines.

CIS 177-Interactive 3D Technology (3)
Prerequisite or Corequisite: CIS 116D or CIS 116F (prerequisite only, course no longer offered) or CIS 101 or CIS 106

Surveys the current 3 dimensional (3D) technologies and introduces the design and creation of virtual interactive 3D models. Covered techniques include mesh modeling, texturing, lighting, rigging, animating, and rendering. Students learn to design and develop computer generated interactive 3D worlds using 3D production tools such as Blender.

CIS 178-3D Modeling and Animation (3)
Prerequisite or Corequisite: CIS 101 or CIS 106 or CIS 177

Introduces fundamentals of creating and animating 3 dimensional (3D) computer modeling. The industry standard 3D modeling and animation software are surveyed and explored. This course covers Autodesk Maya Certified Professional exam topics and objectives. Topics include 3D modeling concepts and 3D animation process. Students learn to create and animate 3D models using 3D modeling tools.

CIS 179-Cybersecurity Fundamentals (3)
Prerequisite or Corequisite: CIS 106

Introduces the Essential Body of Knowledge for IT security and the fundamentals of cybersecurity, including the cyber architecture, components of security practices, and cybersecurity-related legislative framework. Students learn to identify risks, threats, and vulnerabilities relevant to information technology resources and to analyze the significance of security models and issues associated with security management. Surveys the software lifecycle and software assurance.

CIS 180-Networking Fundamentals (3)
Prerequisite: CIS 106 or CIS 111M

Reviews hardware, operating systems, and other networking principles. Includes comprehensive networking skill sets necessary for the CompTIA Network exam.

CIS 190-Cisco 1 Network Fundamentals (3)
Prerequisite or Corequisite: CIS 106 or CIS 212

Covers networking fundamentals, Open Systems Interconnection (OSI) network reference model, and Transmission Control Protocol/Internet Protocol (TCP/IP). Topics include network topologies, protocols, IP addressing, subnet masks, and Ethernet. Students will also learn the basic network design and cable installation.

CIS 191-Cisco 2 Routing Technologies (3)
Prerequisite or Corequisite: CIS 190

Introduces the routing protocols and concepts, as well as the fundamentals of Cisco routers. Students learn to install, configure, customize, operate, maintain, and troubleshoot Cisco routers and relevant components.

CIS 192-Cisco 3 Switching Technologies (3)
Prerequisite or Corequisite: CIS 191

Surveys switching protocols, Local Area Networks (LANs), and LAN switching. Students will analyze, configure, verify, and troubleshoot routing protocols, including routing for IPv4 and IPv6, EIGRP for IPv4 and IPv6, as well as OSPF for IPv4 and IPv6. This course also covers LAN switch operations and virtual private networks.

CIS 193-Cisco 4 WAN Technologies (3)
Prerequisite or Corequisite: CIS 192

Introduces the principles and implementation of Wide Area Networks (WANs). Topics include the traffic control and access control lists (ACLs), services and protocols for wide-area access, Point-to-Point (PPP) protocols and WAN, as well as the concepts and operations of frame relay. Students learn to configure, verify, and troubleshoot WANs.

CIS 200-IT Support Services (3)
Prerequisite: CIS 101, CIS 106, CIS 111M, or CIS 212

Introduces the fundamentals, operations, roles, and responsibilities of information technology (IT) support services. Students practice problem-solving and communication skills appropriate in the computer user-support environment. Best practices in customer support and professional work habits are emphasized throughout the course. Topics include incident identification, incident management, information collection skills, communication skills, personal skills, technical skills, security skills, troubleshooting skills, training skills, and business skills.

CIS 201-Computer Science I (4)
Prerequisites: MA 82 or MA 85 and [CIS 140 (prerequisite or corequisite) or minimum grade of C in CIS 106]

Emphasizes object-oriented design, data abstraction and programming beyond an introductory level. Introduces user interfaces and graphics through the study of object design. Emphasizes object-oriented software engineering including Unified Modeling Language (UML). Investigates fundamental sorting and searching algorithms, introductory dynamic data structures and event-driven programming techniques. Develops programming skills using a language that supports the object-oriented paradigm.

CIS 202-Computer Science II (4)
Prerequisite: Minimum grade of C in CIS 201

Emphasizes algorithms, data structures, and object-oriented software engineering. Introduces algorithmic analysis including asymptotic notation, empirical performance measurements, and time/space tradeoffs. Covers fundamental computing algorithms including sorting, searching, and manipulating dynamic data structures, such as lists, stacks, queues, trees, graphs and hash tables. Investigates recursion including applications to algorithms and data structures. Integrates further software engineering concepts including data abstraction and participation in team programming projects. Projects will be completed using a language that supports the object-oriented paradigm (Java).

CIS 203-Systems Analysis & Design (3)
Prerequisite: CIS 106

Presents concepts of structured systems analysis and design techniques such as problem definition, cost analysis, charting and scheduling, implementation planning and documentation. Emphasizes project management, communication and analytical skills.

CIS 204-Computer & Information Sciences Project (3)
Prerequisite: CIS 203

Student is assigned a project commensurate with their background and training and carries it through from system analysis and design to program preparation and implementation.

CIS 208-C++ Programming (3)
Prerequisite: CIS 106

Emphasizes object-oriented programming in C++. This course provides a comprehensive coverage of C++ features, including arrays, strings, pointers, references, classes, inheritance, polymorphism, function overloading, function overriding, virtual function, and template. Students learn to design and implement object-oriented programs in C++ programming language.

CIS 210-Data Communications and Networking (3)
Prerequisite or Corequisite: CIS 101 or CIS 106 or CIS 111M or CIS 116F

Introduces Local Area Network (LAN) design and management. Emphasizes practical design considerations and hands-on management. Specific design topics include standards, topologies, interconnectivity, comparative implementations, security and electronic messaging. Management topics include installation, resource and user management and software/programming considerations.

CIS 212-PC Repair & Diagnostics (3)
Prerequisite or Corequisite: CIS 101, CIS 106, CIS 116D, or CIS 111M

Introduces diagnosis and troubleshooting of personal computers. This course covers the hardware and software troubleshooting techniques, including diagnosis software, board replacement, storage, and memory troubleshooting. Completion of this course will prepare students for the A+ certification exam. It is recommended that students take this course and CIS 111M-PC Operating Systems in the same semester.

CIS 217-Cybercrime and Digital Forensics Investigation (3)
Prerequisite: CIS 111L or CIS 111M

Introduces the fundamentals of computer forensics including the techniques and processes involved in identifying, collecting, preserving, and analyzing digital evidence. Surveys the contemporary crime and related legal issues and laws.

CIS 218-Information Security & Assurance (3)
Prerequisite or Corequisite: CIS 106

Introduces the fundamentals of information security and assurance. Topics include cryptography, security architecture and controls, risk management and governance, disaster recovery planning and management, as well as security frameworks, standards, and policies. Students learn to protect information systems from unauthorized access in order to ensure confidentiality, integrity, and availability.

CIS 219-Ethical Hacking and Systems Defense (3)
Prerequisite: CIS 106

Introduces the fundamentals of protecting information technology resources from cyber attacks. Students learn the tools and penetration testing methodologies used by ethical hackers, as well as the methods and tools to protect against attacks and vulnerabilities. Surveys computer crime-related laws and regulations.

CIS 222-Computer Organization (4)
Prerequisite: CIS 106

Introduces the organization and essential functions of computer systems. This course surveys the components of computer systems from the architecture point of view and provides an in-depth discussion on topics including central processor until (CPU) structure, instruction sets, data representation, computer arithmetic, digital logic, memory architectures, and parallel processing. Students will also explore the support of operating systems from programming perspectives.

CIS 223-Cloud Security (3)
Prerequisite or Corequisite: CIS 180 or CIS 190

Introduces the essentials of the cloud security technologies, mechanisms, and standards/ frameworks as outlined by Cloud Security Alliance (CSA) and National Institute of Standards and Technology (NIST) Cloud Computing Security Standards. Surveys cloud governance, certification compliance, and accreditation. Students learn to analyze risk in cloud environments and cloud security solutions, create and secure public and private cloud instances, and secure cloud applications.

CIS 224-Wireless Communications (3)
Prerequisite or Corequisite: CIS 180 or CIS 190 or CIS 210

Provides comprehensive coverage of wireless communication technology. Surveys characteristics, infrastructures, transmission methods, standards, and protocols of wireless communication systems. Topics include frequency spectrum, wireless network technology, cellular wireless networks, mobile applications, and mobile Internet protocol (MIP).

CIS 225A-Computer Programming Language: PHP (3)
Prerequisite: CIS 106

Introduces programming using PHP.

CIS 225B-Computer Programming Language: eXtensible Markup Language (XML) (3)
Prerequisite: CIS 106

Introduces programming using XML.

CIS 225C-Computer Programming Language: Mobile Applet Programming (3)
Prerequisite: CIS 106

Introduces applet programming for mobile devices using the Android operating system.

CIS 225D-Computer Programming Language: HTML5 & CSS3 (3)
Prerequisite: CIS 106

Surveys the latest Web Design and Development skills with a focus on HTML5 and CSS3. Students will learn a variety of tools including Open Source editing tools as well as Dreamweaver and some editing software. It is recommended that students have a foundational knowledge of HTML. Emphasis is placed on designing cross-browser compatible interfaces that optimize usability, accessibility, and enhance browser interoperability.

CIS 225E-Computer Programming Language: Python (3)
Prerequisite: CIS 106

CIS 226-Game Scripting (3)
Prerequisite or Corequisite: CIS 106

Introduces the development of computer games using a scripting language. A current scripting language will be covered and used to develop game programs. Students learn to design and develop cross-platform computer games.

CIS 227-Game Programming (4)
Prerequisite: CIS 106

Covers the development of computer games using a high-level programming language. Introduces the game development aspects and techniques through creation of computer programs. Surveys the current game engines. Students learn to develop computer game programs for specific game engines and platforms.

CIS 228-Simulation and Game Development (4)
Prerequisite: CIS 106

Covers the development of digital interactive contents used in computer games and computerized simulations. This course introduces students to the current game engines and simulation software used to build comprehensive and interactive computer games and simulations.

CIS 230-Database Management Systems (3)
Prerequisite: CIS 106

Provides an in-depth study of database management systems and the fundamentals of database design and development. Topics include Structure Query Language (SQL), normalization, integrity constraints, data models, and transaction control. Students design and develop databases and database applications utilizing database management systems (DBMS), such as Oracle or Microsoft SQL Server.

CIS 256-Statistical Computing (3)
Prerequisite: CIS 106

Covers the R programming language and software development environment for statistical computing. Students learn to develop, test, and run programs in R. Students use R system as a data science tool to process data, manipulate data, and create data science results.

CIS 257-Data Visualization (3)
Prerequisite: CIS 106

Covers the fundamentals and techniques of data visualization. Students learn to effectively communicate data by using data as a pivotal point in the presentation. Students obtain data visualization skills via hands-on activities using data analysis and visualization software tools, such as Tableau.

CIS 258-Data Wrangling (3)
Prerequisite: CIS 106

Surveys the concepts, needs, principles, and techniques of data wrangling. Explores data extraction, transformation, and loading (ETL) tools/ systems. Students practice data wrangling activities including data extraction, data transformation, data loading, integrating data sources, and correcting erroneous/missing values by utilizing computer based tools.

CIS 259-Big Data Analytics (3)
Prerequisite: CIS 106

Surveys the roles, needs, challenges, principles, trends, platforms, analytic lifecycle/methods, and architectures/frameworks relevant to big data technology. Surveys big data analytics tools/systems, such as Hadoop, MapReduce, Talend, Apache Hive, Apache Pig, SAS, or R. Students apply learned concepts and techniques to solve problems by using big data analytics tools/systems.

CJ: Criminal Justice

CJ 101-Introduction to Criminal Justice (3)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

Presents a history of criminal justice, with emphasis on English antecedents important to the administration of justice in the United States. Introduces the United States Constitution and Supreme Court decisions affecting individual rights and law enforcement practices. Includes career orientation through an analysis of criminal justice agencies.

CJ 106-Police - Community Relations (3)
Prerequisite: Acceptance into the Police Academy

An overview of law enforcement community relations and community policing concepts. Will review officer-citizen contacts, problem solving, crime prevention, cultural diversity, sexual harassment, and Americans with Disabilities Act. Review the prohibitions against racial, religious, and ethnic violence.

CJ 108-Serial Killers: Psychosocial Perspectives (3)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

Presents an overview of serial killers in the United States and other countries. Introduces the background of serial killers as well as causes and failures in their lives that led up to the killings. Presents case studies of serial killers as well as the investigation, apprehension, trial, and sentencing of these offenders.

CJ 110-Criminal Law (3)
Prerequisite: EN 101

Explores the history and purpose of criminal law. Also examines elements of substantive criminal common law as modified by statute. Introduces legal research and a case study review of appellate court decisions relative to selected aspects of criminal law.

CJ 204-Police Operational Services (3)
Prerequisites: CJ 101, CJ 110

Examines police operational techniques and strategies, incident analysis, patrol deployment, traffic enforcement theory and practice, crime prevention and community relations and the investigative process. Explores the police officer's role as a manager of community crime prevention resources. Includes analysis of recommended practices for maintaining police officers health and safety.

CJ 209-Criminal Investigations (3)
Prerequisite: CJ 101 and (EN 70 or EN 75 or EN 50A or EN 61 or ESL 73)

Introduces modern methods used in detection, investigation, and solution of crimes. Students will be taught basic investigative techniques utilized by law enforcement agencies. Analysis of actual cases will be used to demonstrate practical uses of these techniques.

CJ 212-Criminalistics (4)
Prerequisite: Acceptance into the Police Academy

Laboratory class develops skills in the identification, collection, preservation and presentation of physical evidence. Introduces police photography, including use of the camera, negative and print processing and photo preparation of courtroom presentation.

CJ 214-The Correctional Process (3)
Prerequisites: [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73), and CJ 101

Surveys the juvenile and adult correctional process from adjudication through probation or parole.

CJ 220-Criminal Evidence & Procedure (3)
Prerequisite: CJ 110

Examines the United States Constitutional limitations on law enforcement, emphasizing arrest, use of force and search and seizure. Rules of evidence of particular importance to the law enforcement function including: the hearsay rule and exceptions; documentary, opinion, corpus delicti and circumstantial evidence; character and past crimes; evidentiary privileges; jurisdiction and venue; and witnesses.

CJ 221-Police Defense Tactics (5)
Prerequisite: Acceptance into the Police Academy

An overview of law enforcement use of force and defensive tactic concepts. Will review unarmed defense, pressure points, controlled force and impact weapon usage.

CJ 222-Police Arsenal and Procedures (5)
Prerequisite: Acceptance into the Police Academy

An overview of law enforcement use of force and firearms concepts. Review deadly force, police and usage, mental preparation, shooting fundamentals, safe weapons handling and firearms qualifications.

CJ 223-Emergency Vehicle Operations Course (EVOC) (3)
Prerequisite: Acceptance into the Police Academy

Presents the concepts and goals of professional driving, i.e. to reduce motor vehicle collision frequency by improving future law enforcement officer's attitude and skills. Provides a better understanding of the capabilities and limitations of an emergency police vehicle while enhancing student's knowledge and abilities as it relates to safe operation of the vehicle.

CJ 224-Awareness Training for Weapons of Mass Destruction (3)
Prerequisite: Acceptance into the Police Academy

Provides baseline awareness-level training involving weapons of mass destruction (WMD) developed by the U.S. Department of Homeland Security. Introduces the role first-responders play in prevention, preparedness, deterrence and response to a potential terrorist incident.

CMM: Communications Media

CMM 101-Introduction to Electronic Media (3)
• Gen Ed Arts
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Surveys the functions and effects of the electronic mass media. Emphasis will be placed on researching and analyzing the history of radio and television, including government regulations, audience measurement, advertising and careers in broadcasting.

CMM 103-Introduction to Film (3)
• Gen Ed Arts
Presents an analytical and interpretative study of film masterworks. Covers the historical development of film from silent short movies to the present and includes an analysis of film from several perspectives: artistic, technological, social and economic.

CMM 105-Basic Darkroom to Digital Photography (3)
• Gen Ed Arts
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72 or Corequisite: EN 75

Explores photography as a medium for artistic expression through analysis of photographic masterworks and other forms of visual art. Examines standards of professional photography and the means by which photographic works of artistic integrity are identified and comprehended. Presents basic principles of camera work in film and digital formats. Black & white and color printing techniques are also studied. For the beginning photographer.

CMM 111-Communications Graphics I (3)
Level one graphic design. Prepares the student for the print graphic design field through the use of the computer as a tool. The student will be introduced to design vocabulary, methods and technology through lecture, examples and hands-on project work. Emphasizes Adobe Illustrator, Adobe Photoshop, and Adobe InDesign.

CMM 112-Communications Graphics II (3)
Prerequisite: CMM 111

Level two graphic design. Expands on Communications Graphics I. Students will solve a variety of design problems using the computer and contemporary graphics software. Real world design assignments will be given, allowing the student to gain experience in dealing with clients, meetings, project management, cost effectiveness, and color printing prepress. Lectures, demonstrations and class critiques are held to give the student a look at the historical and functional use of design. Emphasizes intermediate design skills using Adobe InDesign, Illustrator, Acrobat, Bridge, and Photoshop.

CMM 114-Web Design I (3)
Prerequisite: CMM 111 or CMM 132

Presents beginning level design for the Internet. Taught from a design perspective, students learn software, hardware, and design principles used to produce successful web sites. Assignments include the design and creation of web publications. Lectures cover the study and critique of contemporary web design. Primary Software: HTML, Adobe Dreamweaver, Photoshop and Imageready.

CMM 115-Professional and Transfer Portfolio (1)
Prerequisite: CMM 112 or CMM 212

Designed for communications graphics students who are ready to transfer to a Bachelor's program, or are applying for an internship, or are seeking a job. Students will revise existing portfolios and design self-promotion materials including an effective resume and cover letter for the computer graphics profession.

CMM 131-Darkroom Photography I (4)
Provides a basic understanding of photography as technique and craftsmanship, photography in communications, as a method of expression and the scientific basis of photography. Covers the basic techniques with cameras, exposure of film, developing of film, printmaking, composition, light, action photography, manipulation of the image in the darkroom, basic chemistry of photography, sensitometry and color as it is seen. Students provide cameras and accessory equipment.

CMM 132-Digital Photography I (3)
Designed for students interested in digital photographic processes. The class will introduce basic concepts for acquiring digital images and the process of manipulating the image through the use of a Macintosh computer with Adobe Photoshop software. Hands-on instruction with Photoshop will include making selections, cropping images, using paint and editing tools and working with color and brush palettes. A portfolio of digital photographic work will be produced by the end of the semester.

CMM 152-Digital Studio Production (4)
Develops studio production skills pertaining to camera operation, set design, studio lighting, audio recording, and professional crew roles and responsibilities. Extensive hands-on active learning provides an insight into on set studio productions and real world applications. As a member of a production team, students participate in the design and execution of an effective digital studio production.

CMM 212-Communications Graphics III (3)
Prerequisite: CMM 112

Level three graphic design. Offers an advanced level approach to graphic design. Expands upon Communications Graphics II. Emphasizes the development of a well-rounded graphic design portfolio, containing professional quality graphic design, photography and illustration. An intensive study using current graphics software to generate print graphics such as corporate identity, advertising, collateral and package designs. Primary software: Adobe InDesign, Adobe Photoshop, and Adobe Illustrator.

CMM 214-Web Design II (3)
Prerequisite: CMM 114

Presents intermediate level web design. Students will design and produce multimedia web sites consisting of typography, graphics, animations, and sound. Emphasis on user interface design and web site planning through hands-on skills using HTML, BBEdit, Macromedia Dreamweaver, Macromedia Flash, Macromedia Fireworks, Adobe Photoshop, and Adobe ImageReady.

CMM 252-Digital Film Production (4)
Prerequisite: CMM 152

Develops digital film production skills pertaining to preproduction, production, and post production. Extensive hands-on active learning provides an insight into script writing, budgeting, scheduling, field production, sound design, and non-linear post production. As a member of a production team, students will be required to create a production book, digital film, and DVD as part of their professional portfolio.

CMM 254-Postproduction: The Art of Editing (4)
Prerequisite: CMM 152 or CMM 252

Develops practical skills in digital editing through a series of demonstrations and intensive hands-on exercises. Students will study various editing styles and philosophies while designing and completing assigned editing projects using professional postproduction software. Effective electronic media management and postproduction processes are emphasized.

CMM 256-Television Studio Directing and Operations (4)
Prerequisite: CMM 152

Develops managerial and technical skills of directing television productions in a multi-camera studio. Script formats, scene blocking, managing cast and crew and technical aspects required to create successful programming are emphasized in a series of hands-on production sessions.

CMM 259-Television News Production (4)
Prerequisite: CMM 252

Develops television news writing and production skills with hands-on studio and field exercises. Students will write news stories, interview campus and community newsmakers on-camera and edit news segments into finished programs on Final cut Pro. Brief lectures, demonstrations and video examples are followed by news production work. Students will learn to use professional equipment and processes while producing news, sports and event programming.

CMM 261-Advanced Postproduction & Motion Graphics (4)
Prerequisite: CMM 254

Develops advanced skills in digital postproduction and motion graphics through a series of demonstrations and intensive hands-on exercises. By studying various editing styles and philosophies, students will design and complete assigned postproduction projects using professional software packages.

CMSP: Communications Speech

CMSP 101-Introduction to Communication Studies (3)
• Gen Ed Communications
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Introduces students to the basic theories and practical applications of human communication as it relates to their communication experiences. These include interpersonal situations, intercultural experiences, small group interactions, and public communication. Students will be given opportunities to develop their effectiveness in the speaking-listening communicative setting as well as develop knowledge of the communication process as a system.

CMSP 103-Speech Fundamentals (3)
• Gen Ed Communications
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72 or Corequisite: EN 75

Emphasizes the attainment of understanding and skill in public speaking. Assignments require analyzing the audience, researching, organizing, outlining, supporting and delivering a variety of extemporaneous speeches.

CMSP 105-Small Group Communication (3)
• Gen Ed Communications; Cultural Competence
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72 or Corequisite: EN 75

Offers skills development in verbal, non-verbal and intercultural communication, listening, observation, leadership, and participation in groups. Emphasizes collaborative learning through researching and analyzing questions of fact and policy, problem solving and decision making, interacting and reaching consensus.

CMSP 107-Career Communication (3)
• Gen Ed Communications
Prerequisite: EN 70 or EN 75 or EN 50A or EN 61 or ESL 95 or ESL 73 or Corequisite: EN 75

Offers students knowledge and skills needed to communicate within their prospective professions and with others outside those professions. Assignments in interview, group discussion and extemporaneous speaking are adapted to individual students.

CMSP 109-Basic Conflict Mediation (3)
• Gen Ed Communications
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Presents the 7-Step Model of mediation, which includes strategic listening, handling power imbalances, and dealing with intense emotions. Students will engage in role plays and simulations for hands-on experience. Students will also conduct critical analyses of varying conflict resolution theories and mediation styles through discussion and written reflections.

CMSP 201-Foundations of Communication Theory (3)
Prerequisite: CMSP 101

Provides students with an understanding of the principle theories related to the field of communication. Specifically, it introduces students to the study of communication theory and provides them with the conceptual and theoretical foundation needed to succeed as a communication scholar. Concepts and theories learned in this course will be studied in greater detail in the upper level courses required of the major.

CON: Construction Management

CON 101-Construction Management (3)
Prerequisite or Corequisite: EN 52 or EN 70 or EN 75 or ESL 99 or ESL 72

Introduces the construction management process, each party's roles and responsibilities, forms of construction management delivery systems, and construction documents. Students will describe the role of the construction manager within the context of ensuring timely, high quality, profitable, and safe construction projects.

CON 132-Materials & Methods of Construction (3)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

Provides the construction manager with a fundamental understanding of materials and methods of construction. Emphasizes properties of materials, engineering methods, construction methods, testing methods, and related building codes. This course focuses on soil, earthwork, foundations, paving, concrete, masonry, thermal products, roofing, wood construction, steel construction, exterior and interior finishes, glazing, windows, doors, exterior wall systems, cladding, interior walls/partitions, finish ceilings, and flooring.

CON 140-Architectural Blueprint Reading (3)
Prerequisite: EN 70 or EN 75 or EN 51 or ESL 97 or ESL 70 OR Corequisite: EN 75

Introduces basic blueprint and construction document reading methodology. Develops the practice of utilizing construction documents as an important communication tool in the construction process. Areas of focus include views, symbols, scales, dimensions, materials, construction methods, and terminology used in the various disciplines included in construction documents.

CON 203-Site Management (3)
Prerequisites or Corequisites: CON 101 and CON 132

Examines the principles that apply to planning and managing construction project field operations. Major areas of focus include documentation and recordkeeping, jobsite layout and control, project safety, jobsite labor relations, subcontracting and purchasing, time and cost control, changes and claims, quality management, payments, and project closeout.

CON 204-Construction Project Cost Estimating (3)
Prerequisite: CON 101 or CAD 101, and CON 133; Note: students who do not have experience using spreadsheet software (Excel) should take an introductory course in spreadsheet applications prior to taking this course.

Introduces cost estimating concepts and methodologies that apply to the construction industry. Areas of emphasis include estimating techniques, quantity take-off, pricing, material and labor estimation, estimating by division, bidding, and computer applications.

CON 206-Construction Project Scheduling (3)
Prerequisites: CON 101, CON 133, CON 140, and CIS 101

Introduces the concepts and procedures in preparing a project schedule. Bar charts, critical path method, and computer applications are examined. Students will use sample projects and case studies to apply scheduling concepts.

EC: Economics

EC 201-Principles of Economics (3)
• Gen Ed Economics
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

Introduces basic concepts, the national accounts, national income analysis, business cycles and the monetary system with an essentially macro-economic approach.

EC 202-Principles of Economics (3)
• Gen Ed Economics
Prerequisite: EC 201

Emphasizes price theory, distribution, international trade and economic development with an essentially micro-economic approach.

ECD: Early Childhood Development

ECD 101-Introduction to Early Childhood Education (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Examines conceptual framework for understanding the role of the early childhood education professional. Content focuses on the profession of early childhood education in the context of historical, philosophical, and social influences. Units of study also review contemporary trends, issues and practices in the field of early childhood education.

ECD 104-Activities I for Children (3)
Prerequisite: EN 52 or ESL 99 or ESL 72; Corequisite: ED 100

Designed to teach the methods and proper use of materials in presenting creative learning experiences to young children in the areas of language, creative dramatics, art, music, movement, math, science, emergent literacy, and outdoor activities. This course meets the state requirements for Office of Child Care Licensing & Credentialing. This course is 45 hours of the 90 hours required for Preschool Lead Teacher. Fifteen hours of documented observation are required.

ECD 106-Infants & Toddlers Development and Care (3)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72 or Corequisite: EN 75

Examines the best practices designed to meet the needs of infants and toddlers as related to their physical growth and development, mental health, and human relationships. Attention will be given to the family and child's multicultural customs, gender equity, and children with special needs, while insuring quality program development and implementation in out of home care environments. Content will focus on the caregiver, the child, and the program being provided to meet the learning needs of the infant and toddler. This course meets the state requirements of Office of Child Care Licensing and Credentialing for Infant/Toddler Lead Teacher.

ECD 107-Child Health, Safety and Nutrition (3)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72 or Corequisite: EN 75

Presents a survey of the health, safety and nutritional needs of young children. Includes required state and federal codes. Emphasizes the establishment and maintenance of a safe and healthy learning environment.

ECD 108-Activities for the School-Age Child (3)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72 or Corequisite: EN 75

Examines developmentally appropriate principles, materials, and methods used with school age children ages 6 to 12. Specific consideration given to planning activities for school age child care. Students plan and present lessons in the areas of physical, cognitive, and social development. This course meets the state requirements of Office of Child Care Licensing and Credentialing for School Age Teacher.

ECD 210-Directed Practicum in Early Childhood (3)
Prerequisites: Successful completion (grade of C or higher) of ED 100, ED 203 or ECD 110, ECD 101, ECD 104, ECD 106 and ECD 213

Offers students an opportunity to conduct structured observation and participate in activities in an early childhood setting. Students will provide assistance to the classroom instructor and may be required to assume major responsibility for the full range of teaching and care giving duties for a group of young children. In addition, students will complete a course portfolio. Students will participate in 60 hours of directed practicum at an assigned site (4 hours per week).

ECD 212-Administration of Child Development Centers (3)
Prerequisites: ED 100 and (ECD 104 or ECD 108)

Designed to provide students with management skills necessary to operate an early childhood center, family child care or before/after school program that serves children from infancy through age twelve. Topics include program policies and procedures, government regulations, finance and budget, facility operation, personnel management, health and safety, accreditation systems, and program evaluation and improvement. This course meets the state requirements of Office of Child Care licensing and credentialing for School Age and Preschool Director.

ECD 213-Understanding and Guiding the Young Child's Behavior (3)
Prerequisite: ED 100

Designed for adults who are responsible for the care and development of young children from birth to eight years of age, primarily in an early childhood setting. This course will focus on developmentally appropriate child guidance philosophies, methodologies of discipline, and guidelines for the responsible adult.

ECD 230-Language & Literacy Development in Early Childhood (3)
Prerequisites: ED 100, ECD 104

Designed for adults who are responsible for the care, development and teaching of young children from birth to eight years in primarily an early childhood setting. This course is a study of the development of oral language by the young child, the relationship between language development and emerging literacy, and the structuring of the learning environment for the child birth to eight years. A variety of quality early childhood literature will be reviewed along with methods for using children's literature to enhance language development.

ED/PS: Education/ Psychology

ED/PS 208-Human Growth and Development (3)
• Gen Ed Education
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Presents central concepts related to parameters of human development through the life span. Includes physical, social, emotional and mental development at the various stages of life. Considers the influence of culture as well as individual differences.

ED: Education

ED 100-Child Development & Behavior (3)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

Introduces basic growth and developmental principles necessary to work with young children from birth to twelve years old. Emphasizes the social, emotional, physical, and cognitive developmental stages of the young child. This course meets the Maryland State Department Office of Child Care Licensing & Credentialing requirements. This course is 45 hours of the 90 hours required for Preschool Lead Teacher.

ED 102-Schools and Society (3)
• Gen Ed Education
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

It is strongly recommended that students pass this course prior to ED 202 and ED 203, if applicable.

Examines the historical, philosophical, and social development of American education. Students will learn methods, concepts, and principles of education. They analyze and reflect on the processes of teaching and learning. They explore the interrelationships of education, social institutions, and pluralistic culture. Students will also reflect on ways that values, skills, and experience shape and are shaped by schooling and society. Observations, teaching, and a portfolio are required. Fifteen hours of documented observation are required.

ED 202-Educational Psychology (3)
Prerequisites: EN 70 or EN 75 or EN 50A or EN 61 or ESL 95 or ESL 73, and PS 101. It is strongly recommended that students pass ED 102, if applicable, prior to taking this course.

Introduces the nature and theories of learning processes.

Focuses on classroom interaction and its influence upon the learning process and the growth and development of the child. (This course satisfies the Maryland State Department of Education professional education course work in human learning.) Fifteen hours of documented observation are required.

ED 203-Foundations of Special Education (3)
• Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

It is strongly recommended that students pass ED 102 or ECD 101, if applicable, prior to taking this course.

Provides an overview of critical issues and strategies related to educating students who have been identified as exceptional. The course content focuses on historical and legal foundations of special education, inclusive education, developmental characteristics of exceptional students, and strategies for accommodating students. (This course satisfies the Maryland State Department of Education professional education course work in inclusion of special populations.) Fifteen hours of documented observation are required.

ED 214-Processes and Acquisition of Reading (3)
Prerequisites: 30 credits including EN 101, PS 101 or teacher certification

Assists pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development and the study of current issues in reading research. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading. The course includes an introduction to language structures, including spoken syllables, phonemes, graphemes, and morphemes. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development, and exceptionalities. Participants will be introduced to current scientific research related to literacy acquisition.

ED 215-Instruction of Reading (3)
Prerequisite: ED 214

Facilitates understanding and use of a representative array of research-based instructional techniques and strategies in the area of reading. The course emphasizes instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency; vocabulary development; and comprehension) suitable for various age and ability groups. Throughout the course, students will demonstrate their skill with instructional routines and strategies through role-play, live demonstrations, and critique of models, and review the research evidence relevant to those approaches.

ED 216-Materials for Teaching Reading (3)
Prerequisite: ED 214

Assists pre-service and in-service teachers in understanding and using the findings of scientific research to select, evaluate, and compare instructional programs and materials for teaching reading. Participants will learn strategies for enabling students to become strategic, fluent, and independent readers using a variety of texts and other materials. They will develop techniques to involve parents, school staff, and members of the community in children's reading development and enjoyment.

ED 217-Assessment for Reading Instruction (3)
Prerequisites: ED 214, ED 215

Assists pre-service and in-service teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction focuses on the purposes of assessment, types of assessment tools, administration and use of several valid, reliable, well-researched formal and informal assessments of reading and related skills, effective interpretation of assessments results, and communication of assessments results in a variety of contexts. Participants will show that they can use assessment data to guide instructional decisions. Participants will demonstrate their abilities by selecting, administering, and/or interpreting assessments appropriate for screening, diagnosis, monitoring of progress, and measurement of outcomes.

ED 218-Teaching Reading in the Content Areas, Part I (3)
Prerequisites: 30 credits including EN 101, PS 101 or teacher certification

Provides students with an understanding of the essentials of reading processes necessary for secondary students to become proficient readers. Participants gain an understanding of the following five areas: purposes and types of reading, methods of assessing reading, strategies and skills in reading, student-centered reading instruction, and affective dimensions of reading. (This course can be used to partially satisfy the Maryland State Department of Education reading requirement for secondary teachers.)

ED 219-Teaching Reading in the Content Areas, Part II (3)
Prerequisite: ED 218

Expands on Part I, focusing on types of reading, skills in reading, and instruction. The emphasis will be on teaching secondary student to learn from text. Participants will formulate research questions, complete a literature review, and implement and evaluate a coherent literacy plan. Participants will also implement reading and writing strategies that promote student mastery of subject content. (This course can be used to partially satisfy the Maryland State Department of Education reading requirement for secondary teachers.)

EG: Engineering

EG 100-Introductory Engineering Science (3)
Prerequisites: [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73), and MA 111

Develops basic concepts of engineering approaches to problem solving and the skills for the design and timely fabrication of the designed product.

EG 110-Engineering Statics (3)
Prerequisite: MA 210

Investigates that branch of physical science called mechanics. Mechanics deals with the state of rest or motion of bodies that are subjected to the action of forces. Statics is one branch of mechanics that deals with the equilibrium of bodies, i.e., those that are at rest or that move with a constant velocity. Includes theory and applications with an emphasis on developing ability to analyze problems.

EG 210-Mechanics of Materials (3)
Prerequisites: MA 211, PY 203

Includes analysis of systems of forces on a deformable body. Tools covered include geometrical relationships, free body diagrams, equilibrium equations and stress and strain properties of materials. Concepts are applied to beams, columns, shafts and covers other machine and structural parts.

EG 211-Engineering Dynamics (3)
Corequisite: MA 212

Includes the study of the motion of bodies relative to each other in two dimensions and in three dimensions. Analyzes systems both at rest and in motion. Includes force acceleration, work energy and impulse-momentum relationships.

EG 214-Engineering Thermodynamics (3)
Prerequisites: CH 102, EG 211, MA 212, PY 204

Examines basic thermodynamic principles including energy, entropy and free energy, and describes the macroscopic properties of various systems such as equilibrium states and phase transitions. Emphasizes applications to metals, polymers, ceramics and electronic materials.

EM: Emergency Management

EM 1A-Emergency Management Module One A: Foundations of Emergency Management (0)
Prerequisites: FEM 131, FEM 151, FEM 205

Provides an introduction to the position of emergency manager, including history, key areas of emphasis, and responsibilities. Surveys emergency management as an integrated system with resources and capabilities networked together to address all hazards. Introduces the National Incident Management System (NIMS), the Incident Command System (ICS) and Emergency Operations Center (EOC) operations.

EM 2A-Emergency Management Module Two A: Emergency Management Coordination (0)
Prerequisites: FEM 150, FEM161, FEM 215

Provides an introduction to the fundamentals of emergency management coordination. Surveys how the resources and capabilities of organizations at all levels can be networked together in emergency management phases for effective all-hazard response. Introduces the National Incident Management System, the Incident Command System and Emergency Operations Center operations.

EM 3A-Emergency Management Module Three A: Leadership and Management (0
Prerequisites: FEM 132, FEM 133, FEM134

Provides an introduction to leadership and influence in emergency management. Describes decision-making and the attributes of an effective decision maker. Explains how leaders are able to build trust and motivate others to achieve shared goals. Identifies basic communication skills needed to convey decisions across a diverse workforce.

EM 4A-Emergency Management Module Four A: Planning and Response (0)
Prerequisites: FEM 140, FEM 159, FEM 174

Provides an introduction to the emergency planning process, including the rationale behind planning. Introduces participants to the key concepts and principles of the National Response Framework. Describes key Mission Assignment (MA) concepts and provides knowledge needed to carry out MA processing responsibilities.

EM 5A-Emergency Management Module Five A: Emergency Management Mitigation (0)

Prerequisites: FEM 157, FEM 173, FEM 186

Explores the reasons and need for planning for a sustainable, disaster-resistant community. Introduces participants to mitigation basics for tornadoes, wildfires, hurricanes, floods, and earthquakes. Describes the Continuity Management Cycle, the Continuity of Operations (COOP) Program Manager, and the unique aspects of continuity exercise design.

EM 6A-Emergency Management Module Six A: Recovery and Assessment (0)
Prerequisites: FEM 103, FEM 179, FEM 201

Provides students with the knowledge to plan an effective damage assessment program, conduct rapid damage assessments, and begin the process of recovery and mitigation. Introduces students to the Homeland Security Exercise and Evaluation Program (HSEEP), exercise design, and exercise. Introduces students to the National Disaster Recovery Framework (NDRF) key concepts, core principles and roles and responsibilities of NDRF leadership.

EM 7-Emergency Management Module 7: Animals in Disasters (0)
Animals in Disasters

EM 8-Emergency Management Module 8: State and Local Emergency Management (0)
State and Local Emergency Management

EM 9-Emergency Management Module 9: Continuity of Operations Planning (COOP) (0)
Continuity of Operations Planning (COOP)

EM 10-Emergency Management Module 10: Mitigation (0)
Mitigation

EM 11-Emergency Management Module 11: Incident Management for Schools (0)
Incident Management for Schools

EM 12-Emergency Management Module 12: Emergency Management Professional Development (0)
Emergency Management Professional Development

EM 13-Emergency Management Module 13: Emergency Management Education Planner (0)
Emergency Management Education Planner

EM 14-Emergency Management Module 14: Public Information Officer (0)
Public Information Officer

EM 15-Emergency Management Module 15: Community Preparedness Planner (0)
Community Preparedness Planner

EM 16-Emergency Management Module 16: Critical Infrastructure Strategist (0)
Critical Infrastructure Strategist

EM 17-Emergency Management Module 17: Citizens Preparedness Leader (0)
Citizens Preparedness Leader

EM 18-Emergency Management Module 18: Disaster Construction Issues (0)
Disaster Construction Issues

EM 19-Emergency Management Module 19: Radiologic/Hazardous Response (0)
Radiologic/Hazardous Response

EM 102-Emergency Management Planning (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Provides the student with a thorough understanding of risk management, operational planning, and strategic planning as applied in current emergency management policy. The students will evaluate and use current policy tools to determine risk vulnerabilities and capabilities, evaluate and critically assess an emergency operations plan, identify the components of an emergency operations plan, and assess the purpose of strategic planning.

EM 104-Disaster Response and Recovery (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Provides students with an understanding of disaster response and recovery operations in emergency management. Students will examine the nature of emergencies and disasters, identify the human responses in the disaster process, assess current procedures for response operations, and review recovery policies, programs, and methods to promote the return to normalcy.

EM 106-Mitigation and Hazard Management (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Provides the student with a thorough understanding of mitigation for disaster management, and the application of hazard management. The student will investigate various methods of risk management, risk reduction, risk avoidance, risk acceptance, and risk transfer to address both structural and non-structural mitigation. The concept of sustainability and its role in local land-use planning is examined.

EM 110-Federal Emergency Management (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Provides the student with the understanding of the role of the federal government in emergency management on the national level, and the influence of the federal government on local, regional, state, and international emergency management. Explores the historical development of the federal emergency management effort with emphasis on significant events that shaped existing policy.

EM 120-Homeland Security (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Provides students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the protection of the U.S. homeland. Examines the range of potential threats to the U.S. homeland, including the historical foundation of terrorism. Introduces the role of emergency management in the response to the growing threat of domestic and international terrorism. Focuses on the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

EM 125-Complex Attacks Situational Awareness and Response (1)
Guides the student through a current understanding of the threat of a complex attack, an examination of the leadership and intelligence necessary to acquire reliable situational awareness, the significance of cooperative information sharing and crisis communications, and a review of the hazards risk management process to reduce the consequences of incidents such as a complex attack. The course concludes with a scenario-driven, simulation exercise to provide the opportunity for students to accomplish the course learning outcomes.

EM 126-Situation Assessment for Complex Attacks (1)
Guides the student through legal and policy frameworks, complex attacks, the tenets of command and control, intelligence, suspicious activity reporting, crisis communications, and the preparation of a situation assessment. The course concludes with a scenario-driven simulation exercise to provide the opportunity for students to accomplish the course learning outcomes.

EM 130-Integrated Emergency Management (3)
Prerequisite: EM 102

Provides students with an understanding of the concept of Integrated Emergency Response to disasters and other critical incidents. Students examine the role of Integrated Emergency Preparedness in the government environment, and expand the understanding to public-private cooperation in emergency management.

EM 201-Research and Technology in Emergency Management (3)
Prerequisite: EM 102

Provides students with an overview of research and technology applications in emergency management. The course examines the principles of scientific research; evaluates existing research and technology; and applies the methods and resources of research, science, and technology to emergency management. Students will examine scientific research, research methodology, technology, evaluation, and utilizing research and technology in emergency management.

EM 203-Social Impacts of Disaster (3)
• Cultural Competence
Prerequisite: EM 102

Provides students with an enhanced awareness of the response planning and response challenges of diverse Individuals, groups, and communities to disaster. Students will discover how disasters influence structures, interactions, and subjective perceptions among community members. Examines how social inequality, including race, ethnicity, class, and gender, result in enhanced vulnerabilities in disasters. Students will analyze the diverse cultural rules and biases of response organizations and communities that converge during disasters.

EM 205-Emergency Management Leadership (3)
Prerequisite or Corequisite: EM 201

Provides the student with understanding of leadership theories, skills, and techniques for application in emergency management. The course introduces the concept of effective leadership in emergency management by identifying leadership models utilized in managing across the life-cycle of the incidents along with evaluating current emergency management leaders.

EM 210-Emergency Management Capstone (3)
Prerequisite: EN 101; Prerequisite or Corequisite: EM 205

As the culminating experience for the Emergency Management Track II major, this course enables students to exercise critical thinking and evaluation skills, while applying comprehension of the emergency management discipline. Students will write a research paper, under the supervision of a faculty mentor, which demonstrates the ability to analyze and synthesize the theories and practices to reduce vulnerability to hazards and mitigate disasters.

EN: English

EN 50-Writing Skills I (0) [4]
Prerequisite: Placement in EN 51 or higher on reading placement exam

Develops basic writing skills. Emphasizes writing correct sentences and effective paragraphs. Includes English usage, punctuation and spelling. Placement based on the writing placement exam.

EN 51-Effective College Reading I (0) [4]
Promotes the development of active reading approaches for use with a variety of materials. Stresses the development of background knowledge and its role in reader-text interaction. Upon satisfactory completion of EN 51, students will enroll in Effective College Reading II (EN 52). Placement based on the reading placement exam.

EN 52-Effective College Reading II (0) [4]
Prerequisite: EN 51 or appropriate score on reading placement exam

Promotes the development of active reading strategies for the tasks and texts students encounter in college. Stresses the interaction among the reader, the text and the context as applied to a variety of disciplines. Guides students to become independent readers who process information to enhance learning. Placement based on the reading placement exam.

EN 60-Writing Skills II Part 1 (0) [2]
Prerequisite: EN 50 and EN 51 or placement based on the reading and writing placement exams

The first of a two-part sequence that develops writing skills in preparation for EN 61 and EN 101. Emphasizes writing well-organized paragraphs and essays. Includes review of grammar and punctuation and development of proofreading and editing skills.

EN 61-Writing Skills II Part 2 (0) [2]
Prerequisite: EN 60 or results of writing placement exam

The second of a two-part sequence that develops writing skills in preparation for EN 101. Emphasizes writing well-organized essays. Includes review of grammar and punctuation and development of proofreading and editing skills.

EN 70-Introduction to College Reading and Writing (0) [6]
Prerequisite: Appropriate scores on the reading and writing placement tests

Provides extended practice with academic writing based on college-level texts. The course stresses the interaction between critical reading, writing, and thinking. The course offers structured practice and support with writing academic essays, improving reading comprehension, and increasing critical reading skills to succeed in future college academic tasks. Students are guided to become flexible, confident, and independent readers and writers.

EN 75-Reading and Writing in the Academic Disciplines (0) [4]
Prerequisite: EN 51 or appropriate scores on the reading and writing placement tests

Promotes the integrated approach to the development of active reading and writing strategies for the tasks and texts students encounter in college. The course stresses the interaction among the reader, the text, and the context and one's ability to critically respond to a variety of writing situations. The course addresses whole discourse and sentence-level matters. Students are guided to become independent readers and writers.

EN 101-English Composition (3)
• Gen Ed English
Prerequisites: [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR (satisfactory performance on the writing assessment and satisfactory performance on the reading assessment)

Develops students' ability to use writing, reading, research, and thinking processes to create documented essays that demonstrate the conventions of academic writing.

EN 102-English Composition and Literature (3)
• Gen Ed Humanities; Gen Ed Communications
Prerequisite: EN 101

Reinforces, through an examination of literature, the reading, writing, critical thinking, and information literacy skills introduced in English Composition. By exploring literary texts from fiction, poetry, and drama, students learn to clarify their own values and identities as well as develop a better understanding of ideas and cultures beyond their own experience.

EN 115-Technical Writing (3)
Prerequisite: EN 101

Develops the skills necessary for effective business, scientific and technical communication through situational writing. Includes work in audience analysis, letter and resume writing, informal and formal reports, graphics and presentations.

EN 201-British Literature (3)
• Gen Ed Humanities
Prerequisite: EN 101

Surveys the literature of Great Britain from the Anglo-Saxon period to the eighteenth century.

EN 202-British Literature (3)
• Gen Ed Humanities
Prerequisite: EN 101

Surveys the literature of Great Britain from the eighteenth century through the present.

EN 203-American Literature (3)
• Gen Ed Humanities
Prerequisite: EN 101

Surveys the literature of the United States from the Colonial period to the Civil War.

EN 204-American Literature (3)
• Gen Ed Humanities
Prerequisite: EN 101

Surveys the literature of the United States from the Civil War period through the present.

EN 205-World Literature (3)
• Gen Ed Humanities; Cultural Competence
Prerequisite: EN 101

Surveys selected works of world literature from its beginnings through 1650 CE.

EN 206-World Literature (3)
• Gen Ed Humanities; Cultural Competence
Prerequisite: EN 101

Surveys major world writers from 1650 CE through the present.

EN 210-Creative Writing I (A,B, etc) (3)
Prerequisite: EN 101

Introduces skills of writing narrative fiction and/or poetry and/or drama. The complexities of creative writing as a craft and an art are explored through analysis of representative works, study of techniques and extensive practice.

EN 210J-Creative Writing I (Poetry/Fiction Comb.) (3)
Prerequisite: EN 101

Introduces skills of writing narrative fiction and/or poetry and/or drama. The complexities of creative writing as a craft and an art are explored through analysis of representative works, study of techniques and extensive practice.

EN 212-Newswriting and Reporting (3)
Prerequisite: EN 101

Provides instruction and practice in news reporting and in the fundamentals of newswriting. Professional news stories in newspapers, magazines, and the Web will be analyzed and evaluated. The course concentrates on key rhetorical elements, organization, and structure of common news, features, and opinion articles, both in print and digital news mediums.

EN 216-The Short Story (3)
• Gen Ed Humanities
Prerequisite: EN 101

Surveys a wide variety of short stories that explore themes relevant to life experiences. Analyzes the elements of the short story with emphasis on thematic development and relevance of the stories to life experiences in a variety of cultures and nations.

EN 222-Creative Writing Practicum: Tuscarora Review Editorial Board (3)
Prerequisite: EN 210 or instructor permission

Provides opportunities for students to work on the College's magazine of the creative arts for credit by evaluating submissions of essays, short stories, poetry, drama and two-dimensional art; by copy editing the material; and by laying out the magazine. May be taken three times for a maximum of nine credits.

EN 223-Classical Mythology (3)
• Gen Ed Humanities
Prerequisite: EN 101

Surveys Greek and Roman mythology, emphasizing the impact it has had on Western literature, art, music and human culture throughout the ages. Attention will also be paid to the sites of the ancient world that have gained special significance through these myths.

EN 224-Special Topics in Literature (A,B, etc.) (3)
Prerequisite: EN 101

As an umbrella course, consists of a series of three-credit courses dealing with various themes in literature. (Subdivisions in this course will be added to the curriculum as they develop.)

EN 224P-The Graphic Novel (3)
Prerequisite: EN 101

Examines the graphic novel as an art form that influences and shapes contemporary social spheres. The graphic novel produces a comic book culture that generates clothing, music, tv series, and film among other cultural artifacts. In this course we will read the graphic novel as a critical text by analyzing the interactions of visual, thematic, spatial, and verbal structures to understand how these works make meaning and to explore their social significance.

EN 226-Film as Literature (3)
• Gen Ed Humanities
Prerequisite: EN 101

Surveys selected films and their counterparts in literature. Emphasizes narrative abilities of film.

EN 227-Literature: Multicultural Perspectives (3)
• Gen Ed Humanities; Gen Ed Multicultural Perspect; Cultural Competence
Prerequisite: EN 101

Examines the diverse views of humankind and the human condition through the reading of selected works from a variety of cultures, both Western and Non-Western.

EN 230-African-American Literature (3)
• Gen Ed Humanities; Cultural Competence
Prerequisite: EN 101

Surveys a wide variety of African American literature: fiction, drama and poetry. Analyzes the elements of each of the genres with emphasis on the literature as a response to people and events affecting African American life, culture and rights.

EN 231-English Language Studies (3)
• Gen Ed Humanities
Prerequisite: EN 101

Introduces English language studies through a linguistics perspective, promoting a systematic approach to the study of language. Focuses on prescriptive versus descriptive approaches to grammar and syntax; sub-disciplines of linguistics: phonology, morphology, semantics, stylistics, discourse analysis, and sociolinguistics; English language variation, change, and development; and the role of English language in a multicultural society.

EN/CMM: English and Communications

EN/CMM 241- Journalism Publication Practicum (3)
• Gen Ed Humanities; Gen Ed Communications; Cultural Competence
Prerequisite: EN 101

Provides instruction and laboratory experience in writing, editing, designing, and publishing print and digital content for The Commuter. Students receive practical experience in journalistic and social media content, curation, editing, design, photography, and digital production using industry standard software. Students will create and produce three journalistic publications per semester.

ESL: ESL (English as a Second Language)

ESL 70-Academic Reading I (0) [4]
Prerequisite: Placement on the college's ESL assessment (LOEP)

Designed for students whose native language is not English, but who have a working knowledge of the English language. This course focuses on developing the strategies, vocabulary, and fluency necessary for comprehension of academic texts.

ESL 71-Academic Grammar & Writing I (0) [4]
Prerequisite: Placement on the college's ESL assessment (LOEP)

Designed for students whose native language is not English, but who have a working knowledge and understanding of the English language. Includes integrated instruction in grammar and writing with emphasis on developing the grammar proficiency for academic writing necessary for success in subsequent ESL courses.

ESL 72-Academic Reading II (0) [4]
Prerequisites: (ESL 70 and ESL 71) or (ESL 98 and ESL 95) or placement on the college's ESL assessment (LOEP); Corequisite: ESL 73

Designed for students whose native language is not English, but who have advanced knowledge of the English language. This course focuses on developing proficiency in the employment of reading strategies and usage, and comprehension of college-level vocabulary necessary for success in credit courses. Placement is based upon students' performance on the college's ESL assessment.

ESL 73-Academic Grammar & Writing II (0) [4]
Prerequisites: (ESL 70 and ESL 71) or (ESL 98 and ESL 95) or placement on the college's ESL assessment (LOEP); Corequisite: ESL 72

Designed for students whose native language is not English, but who have advanced knowledge and understanding of the English language. Includes integrated instruction in grammar and writing with an emphasis on developing grammatical variety and sophistication for academic communication as well as an introduction to integrating sources In academic essay writing.

ESL 76-Academic Oral Communication Skills I (0) [3]
Prerequisite: Placement by the college's LOEP assessment into ESL Level I or higher

Designed to help students practice and improve academic listening and speaking skills as needed for functioning successfully in academic and professional settings. There will be exercises, practice, and small and large group activities designed to develop the academic listening/note-taking, pronunciation, and oral presentation skills necessary for the rigor of degree programs and/or professional communication. Credits are not applicable toward graduation. Placement is based upon students' performance on the college's ESL assessment.

FEM: FEMA

FEM 102-Radiological Emergency Response (1)
Provides an introduction to radiological emergency response skills to provide a learning experience in which participants demonstrate a comprehensive understanding of radiological protection and response principles, guidelines, and regulations.

FEM 103-Community Disaster Exercise (1)
Introduces the basic principles of community disaster exercises. It builds a foundation for subsequent exercise courses. Included are the management of an exercise program, designing and developing of an exercise, conducting and evaluating an exercise, and developing and implementing an improvement plan.

FEM 104-Earthquake Structural Mitigation (1)
Provides students involved in state and local governments, and the building and financial industries, with knowledge concerning the requirements of federal and federally assisted or regulated new building construction. The course is also intended to provide the student with basic knowledge about earthquakes and how buildings can be built to be safe during an earthquake.

FEM 105-Retrofitting Flood-Prone Residential Structures (1)
Provides students with the essential, nontechnical background knowledge about retrofitting. The retrofitting measures presented are creative and practical, comply with applicable floodplain regulations, and are satisfactory to homeowners.

FEM 107-Hazardous Materials for Medical Personnel (1)
Designed to prepare hospital personnel to analyze hazardous materials situations, take the necessary steps to assure medical providers safety, and identify appropriate resources for decontamination and medical care. Additional training is required in order to diagnose and treat patients who have been involved in hazardous materials incidents.

FEM 109-Introduction to Animals in Disaster (1)
Intended to increase awareness and preparedness among animal owners and care providers. It includes sections on typical hazards, how these affect animals and what can be done by responsible owners to reduce the impact of disasters. It is also intended to help animal owners, care providers and industries to better understand emergency management. Course material will heighten awareness of the special issues that emergency managers need to consider when incorporating animal-care annexes into their emergency operations plans.

FEM 110-Animals in Disaster Planning (1)
Intended to guide emergency management officials and animal owners, care providers, and industries in preparing community disaster plans. The goal is to provide sufficient information for both groups to meet and develop meaningful and effective plans that improve the care of animals, their owners, and the animal-care industries in disasters. This course provides the basic background knowledge needed to develop a coordinated response to a disaster in which animals and their owners are affected. Further training with local or state emergency management programs is essential.

FEM 115-Introduction to Radiological Emergency Management (1)
Provides students with the background and practical knowledge necessary to understand the fundamental concepts of radioactivity, the types of radiological emergencies, and the potential effects of these incidents upon the emergency responder as well as the general public. Included are the measures that need to be enacted to ensure safety for all affected.

FEM 116-Introduction to Hazardous Materials (1)
Intended to provide a general introduction to hazardous materials that can serve as a foundation for more specific studies in the future. The course has five units. No prior knowledge of the subject is required.

FEM 119-Volunteer Agencies in Emergency Management (1)
Provides students with a basic understanding of the history, roles, and services of disaster relief voluntary agencies in providing disaster assistance. It is appropriate for both the general public and those involved in emergency management operations.

FEM 122-Community Hurricane Preparedness (1)
Provides emergency managers and disaster coordinators with basic information about the nature of hurricanes and the hazards they pose, and how the National Weather Service (NWS) forecasts future hurricane behavior.

FEM 127-Emergency Management of Hazardous Weather (1)
Designed to provide the student with a solid background in understanding hazardous weather and community risks so they can communicate effectively with the local National Weather Service office and their community.

FEM 130-Introduction to Residential Coastal Construction (1)
Provides the student with a guideline of basic information concerning residential coastal construction. It identifies the best practices for improving the quality of construction and reducing the economic losses associated with coastal disasters. It also explains how the risk to coastal residential development can be reduced by employing best practices in site location, design, and construction.

FEM 131-Principles of Emergency Management (1)
Provides an introduction to the fundamentals of emergency management as an integrated system. Surveys how the resources and capabilities of organizations at all levels can be networked together in emergency management phases for effective hazard response.

FEM 132-Introduction to Leadership and Influence (1)
Provides an introduction to leadership and influence skills by addressing the following topics: leadership from within, how to facilitate change, how to build and rebuild trust, how to use personal and political influence, and how to foster an environment for leadership development.

FEM 133-Decision Making and Problem Solving (1)
Provides students with decision making and problem solving strategies and best practices that are vital requirements of the emergency manager, planner, and responder position. Explores a five-step problem-solving model. Examines effective methods for guiding group decision making during complex or significant events.

FEM 134-Effective Communication (1)
Provides an introduction to communication and interpersonal skills needed by local emergency managers, planners, and responders. Develops communication skills needed in emergency management situations.

FEM 135-Developing and Managing Volunteers (1)
Provides an introduction for working with volunteers and volunteer agencies (VOLAG) on emergency management projects. The need to work with volunteers before, during, and after emergency situations will be stressed.

FEM 136-Debris Operations (1)
Provides an introduction to the fundamentals of Debris Operations in an emergency management environment. Defines and describes the functions of individuals and organizations in debris operations. Identifies and discusses critical debris operations issues. Surveys funding, eligibility, and contracting issues related to debris operations.

FEM 138-Livestock in Disasters (1)
Provides an introduction to the issues farmers and emergency managers must deal with during an emergency management environment. Examines approaches that will mitigate the impact of disasters on livestock. Discusses emergency planning for farming communities. Defines different types of disasters and how each affects livestock.

FEM 140-Emergency Planning (1)
Introduces the fundamentals of the emergency planning process, including the rationale behind planning. Presents reasons for effective participation in the all-hazard emergency operations planning process to save lives and protect property threatened by disaster. Designed for emergency management personnel who are involved in developing an effective emergency planning system.

FEM 143-Tribal Governments and Emergency Management (1)
Provides participants the basic knowledge to build effective partnerships with tribal governments and work in concert with tribal governments to protect native people and property against all types of hazards. Throughout this course, tribal representatives speak about their history, culture, and way of life, and how to develop good relationships with tribal communities. Several lessons are devoted to specific program challenges that individuals may encounter in working with tribal governments to provide financial and technical assistance through disaster relief programs.

FEM 144-Environmental and Historic Preservation (1)
Provides students with the background and practical knowledge needed to participate in FEMA's environmental and historic review process. The course will also cover how the environmental/historic preservation review process applies to various job responsibilities within FEMA's programs.

FEM 146-Radiological Emergency Preparedness (REP) (1)
Provides an understanding of FEMA's Radiological Emergency Preparedness (REP) planning and preparedness procedures. Introduces the regulatory basis, philosophy, and methodology of exercise evaluation and an evaluator's role in the process. Describes the responsibilities of an evaluator before, during, and after an exercise. Explores the six evaluation areas that are examined during exercise evaluation.

FEM 150-Incident Command System (ICS) (1)
Describes the history, features, principles, and organizational structure of the Incident Command System (ICS). It also explains the relationship between the Incident Command System (ICS) and the National Incident Management System (NIMS). Additionally, it provides training on and resources for personnel who are likely to assume a supervisory position within the Incident Command System (ICS).

FEM 151-National Incident Management System (NIMS) (1)
Provides a comprehensive understanding of the National Incident Management System (NIMS); purpose, principles, key components and benefits, in conjunction with the Incident Command System (ICS). Provides specific instruction as to the Planning, Public Information and Resource Management functions of NIMS.

FEM 155-Emergency Radioloical Response Transportation (1)
Provides an understanding of radiological basics and biological effects from radiation exposure. Details a comprehensive introduction into potential hazards and mitigation procedures in resolving Radiological Transportation related incidents including radioactive product packaging and containment, survey instruments, decontamination and disposal modalities.

FEM 156-Emergency Planning for Schools (1)
Describes methods utilized to assess potential hazards that schools may face. Provides a comprehensive understanding of emergency management operations utilizing the Incident Command System (ICS) detailing roles and responsibilities in the school setting. Explains how to develop and test an Emergency Operations Plan that addresses potential hazards.

FEM 157-Hazard Mitigation (1)
Explains how to develop community support, identify potential hazards, assess risk, and utilize outside agency assistance with mitigation planning. Details the economic impact to communities that suffer disasters resulting in the need to address risk through the development and implementation of a Hazard Mitigation plan. Presents actual examples of successful hazard mitigation planning.

FEM 158-Protecting Your Home and Small Business from Disaster (1)
Presents in a non-technical format specific protective measures that can reduce the negative consequences of disasters upon homes or small businesses.

FEM 159-National Response Framework (NRF) (1)
Introduces students to the concepts and principles of the National Response Framework (NRF). Explores the roles and responsibilities of entities as specified in the NRF and the actions that support national response. Provides instruction on the NRF structures for implementing national-level policy and operational coordination for domestic incident response.

FEM 161-Emergency Operation Center (EOC) (1)
Describes the role, design, and functions of Emergency Operations Centers and their relationships as components of a multi-agency coordination system. The course contains disaster related examples, activities and case studies that relate to EOC's and multi-agency coordination systems at the local, state and federal levels of government.

FEM 170-Mitigation Grants Management (1)
Provides students with the basic knowledge about using the web-based Mitigation Electronic Grants (eGrants) Management System. Introduces the functions of the applicant and sub-applicant and focuses on administration, application, and monitoring aspects of the eGrants system.

FEM 171-Coordinating Information & Resource Sharing for Emergency Management (1)
Orients students to the roles, means, and infrastructure necessary for ensuring efficient sharing of informational and physical resources in disaster environments. Introduces the roles and component characteristics of the Public Information Officer (PIO) and the mutual aid and assistance agreement, then explores their benefits and uses in each stage of emergency management. Examines the nature and rise of social media platforms, their conflicts with traditional media practices, and the impact of this dynamic on the emergency management communications process. Provides application opportunities via guided student development of mock incident/hazard awareness campaigns and model aid agreements for their geographic region.

FEM 173-Continuity of Operations Planning (1)
Introduces the concept of Continuity, and provides an overview of its legal basis and development. Investigates the essential elements of a viable Continuity of Operations program, and the Continuity program management philosophies used to derive and implement them. Describes the roles, stages, and functions of the Continuity Management Cycle, with special emphasis placed on the inclusion of risk assessment and management in development of a robust, well-targeted plan. Examines the nature and human perception of risk, the impact of both on the process of making a continuity plan and communicating its contents and importance to others.

FEM 174-Federal Disaster Assistance (1)
Explores the full spectrum of the points of distribution (POD) mission during response operations. Introduces students to key Mission Assignment (MA) concepts and provides knowledge needed to carry out MA processing responsibilities. Examines the Public Assistance Program and the process applicants follow to receive grant funding assistance in the aftermath of a disaster.

FEM 176-Continuity of Operations Planning for Pandemics Exercise (1)
Introduces students to the characteristics of a pandemic influenza, the effects on every facet of society and the steps to minimize the effects. Covers fundamental continuity principles and processes with a pandemic focus. Describes strategies for social distancing and special protection for first responders, healthcare personnel, and other daily contact with the public.

FEM 178-Diversity, Inclusion, and Equity Leadership (1)
• Cultural Competence
Explores inclusiveness and tolerance in the workplace and focuses on differences in cultures, races, lifestyles, ages, and genders. Analyzes emergency management vulnerabilities that can result from cultural differences where self-sufficiency and pride in autonomy are valued. Examines how culture influences our interactions with others while positing that indicators such as "we've always done it this way" may be predictors of a lack of tolerance to differences.

FEM 179-Emergency Management Recovery (1)
Rapid and effective damage assessments save lives, protect property and the environment, and begin the process of recovery and mitigation. This course allows participants to discover planning techniques and resources for an effective damage assessment program. Topics covered include risk and vulnerability assessments, the benefits of the Unified Hazard Mitigation Assistance grant programs and application procedures, and prepares students to conduct risk assessments using the FEMA 452 and FEMA 455 Rapid Visual Screening for Buildings.

FEM 180-Planning for Vulnerable Populations (1)
Introduces students to the concepts, methods, and principles of emergency planning for children in disasters. Explores public and private guidance for implementing children's preparedness, response, recovery, and mitigation programs. Examines the unique needs that arise among children as a result of a disaster and/or emergency.

FEM 181-Integrated Public and Private Partnership Planning (1)
Prepares participants to effectively create, manage, and utilize public-private partnerships to improve preparedness, planning, and response. Topics covered include special events contingency planning, establishing and maintaining roles and responsibilities, Incident Command System, and defining specific events.

FEM 182-Local and Tribal Mitigation Planning (1)
Provides an awareness of rules, regulations, and responsibilities that are critical in creating and revising the hazard mitigation plan development. This course allows participants to effectively create, update, and revise hazard mitigation plans for local and tribal community populations. This course allows reviewers to interpret regulations affecting local and tribal hazard mitigation plans. Topics covered include local plans as covered in 44 Code of Federal Regulations (CFR) §201.6 or for tribal plans as described in 44 CFR §201.7.

FEM 183-Public Works Role in Emergency Management (1)
Examines the details of the public works function in emergency management. Designed to help communities improve public works efforts prior to, during, and after disasters. This course is intended to help build local capacity for public works including planning for disasters, developing practices and procedures, conducting damage assessment, and participating in after-action reviews. This course also includes details of how the function of public works is integrated into the overall strategy for responding to disasters and its relationship to other emergency management functions.

FEM 184-Logistics and the Defense Priorities and Allocations System (DPAS) (1)
Provides an overview of the logistics functions and organizational relationships within logistics from a Presidential disaster declaration to close-out of FEMA field offices. It examines how the Defense Priorities and Allocations System (DPAS) supports FEMA's mission and describes how DPAS supports timely delivery of critical materials and services to meet requirements including priority ratings for contracts and orders, placement of rated orders, the roles of FEMA employees in the DPAS process, and how to address DPAS challenges.

FEM 186-Hazard Mitigation and Disaster Workforce Basics (1)
Equips students with the necessary knowledge to understand and communicate to the public the preparedness and prevention approaches that can reduce the impact of disasters. Students will also gain understanding of procedures for federal, state, local and private partners and the supporting role each agency plays in providing prevention and mitigation assistance for earthquakes, floods, hurricanes, tornados, and wildfires.

FEM 187-Local Mitigation Plan Review (1)
Equips students with the knowledge necessary to effectively review and determine if local mitigation plans meet federal mitigation planning requirements using the current FEMA Local Mitigation Plan Review Guide and developmental tools.

FEM 188-Critical Infrastructure Protection (1)
Enhances the knowledge of students in the field of critical infrastructure protection. Students will be exposed to the National Infrastructure Protection Plan (NIPP) and the National Response Framework (NRF) Critical Infrastructure and Key Resources (CI/KR) Support Annex. Students also learn the importance of vertical and horizontal collaborations across security partners and the effective strategies for the sustainment of these relationships.

FEM 189-Preparedness in the Workplace and Community (1)
Introduces basic preparedness concepts, high-risk scenarios, and prevention steps, with a view towards application in development of strategies for increased safety & preparedness in workplace and community settings. Reviews personal and organizational awareness tools, and emphasizes the necessity of planning and training to allow effectiveness in a response scenario. Students are given multiple opportunities to study, assess, and apply the holistic preparedness knowledge gained to sample emergency situations. Provides materials and training to equip students with the ability to effectively communicate the ethical and practical means of achieving greater preparedness in their own communities, homes, and businesses following course completion.

FEM 190-Federal Preparedness & Management (1)
Enhances student knowledge in the areas of emergency preparedness, health and safety, and performance management. Provides knowledge that will help students understand safety rights and responsibilities and the best methods to safeguard their own well-being. The information moves from personal preparedness to emergencies that could threaten one's home, workplace, and community. For those tasked with the additional responsibilities of preparing business, agency or community, performance management is included to improve understanding of planning approaches through the application of results-oriented and SMART goals, progress reviews, and the annual review of existing approaches.

FEM 191-Emergency Management & Technical Tools Application (1)
Introduces students to preparedness communication tools to reach all members of their communities during an emergency. Explores the National Emergency Technology (NET) Guard program, how GIS technology can support emergency management, and the Integrated Public Alert and Warning System (IPAWS).

FEM 192-Geospatial Information Systems Specialists (1)
Introduces students to the disaster response role and responsibilities of a Geospatial Information Systems (GIS) Specialist. Explores what types of products need to be produced and what procedures must be followed to ensure that products are produced correctly and in a timely manner.

FEM 193-Resilient Accord: Exercising Continuity Plans for Cyber Incidents (1)
Introduces students to best practices for executing continuity operations during cyber-security incidents. Explores the importance of incorporating cyber security into continuity planning.

FEM 194-Critical Infrastructure Secuirty: Theft and Diversion - What You Can Do (1)
Introduces students to the information they need to identify threats and vulnerabilities to critical infrastructure from the theft and diversion of critical resources, raw materials, and products that can be used for criminal or terrorist activities. Explores the actions that participants can take to reduce or prevent theft and diversion.

FEM 195-Protecting Critical Infrastructure Against Insider Threats (1)
Introduces students to critical infrastructure preparedness practices and measures to reduce the risk of insider threats. Explores methods for identifying and taking action against insider threats to critical infrastructure.

FEM 196-Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education and H
Introduces students to recommended practices and resources for developing emergency plans to prepare for, respond to, and recover from mass casualty incidents.

FEM 197-CERT Supplemental Training: The Incident Command System (1)
Introduces students to principles of the Incident Command System (ICS) and helps learners understand how to effectively apply the principles through interactive real-life scenarios. Explores Community Emergency Response Team (CERT) activations, safety of disaster workers, acceptable leadership and organizational structures, and rescue effort approaches.

FEM 198-Benefit-Cost Analysis Principles (1)
Introduces students to fundamental Benefit-Cost Analysis (BCA) concepts and theory. Explores the process for gathering BCA data and the process for conducting analyses using the latest version of the Benefit Cost Toolkit. Examines projected damage amounts of hazard events; frequency, or Recurrence Interval (RI); and event duration analysis.

FEM 199-Engineering Principles and Practices for Retrofitting Flood-Prone Residential Structures
Introduces students to engineering design and economic guidance on what constitutes feasible and cost-effective retrofitting measures for flood-prone residential and non-residential structures. This course serves as an overview of the contents of the revised Federal Emergency Management Agency (FEMA) P-259, Engineering Principles and Practices for Retrofitting Flood-Prone Residential Structures.

FEM 200-Homeland Security Geospatial Operations & Management (1)
Introduces Homeland Security Geospatial Concept-of-Operations (GeoCONOPS) doctrine. Students will discover the importance of GeoCONOPS to the National Preparedness System, National Incident Management System (NIMS), and the Incident Command System (ICS). Explores the controls and functions of the DHS Common Operating Picture (COP) application.

FEM 201-National Disaster Recovery Framework (NDRF) Overview (1)
Introduces students to the National Disaster Recovery Framework (NDRF), which provides a new national framework for efficient and timely federal disaster recovery operations. This course will familiarize students with key concepts, core principles, and roles and responsibilities of NDRF leadership (including individuals and households; local, state, tribal, and federal levels; and between public, private, and nonprofit sectors).

FEM 202-External Affairs Program Liaison (1)
Introduces students to the skills needed to perform effectively as a program liaison within the Planning and Products component of External Affairs (EA). Explores the position requirements needed to collaborate with the Joint Field Office (JFO) while gathering information that EA may use in disaster response and recovery.

FEM 203-Dams Sector Security Awareness (1)
Explores methods for identifying potential security threats to the nation's dams and levees and indicators of those threats. Includes an overview of protective measures used to reduce and manage risk within the Dams Sector.

FEM 204-Emergency Food and Shelter National Board Program (1)
Explores the requirements, eligibility for funding, and participant responsibilities of the Emergency Food and Shelter National Board Program. Includes an overview of the responsibilities of the National Board and the Federal Emergency Management Agency (FEMA).

FEM 205-Fundamentals of Management and Support Coordination of Federal Disaster Operations
Explores the fundamental incident management knowledge needed by personnel occupying support roles during disaster operations. Includes an overview of the Federal Emergency Management Agency (FEMA) Qualification System (FQS) in incident management or incident support.

FEM 206-Substantial Damage Estimator 2.0 Tool (1)
Enables learners to successfully use the Substantial Damage Estimator 2.0 tool. Includes demonstrations that allow students to practice populating the electronic forms; saving individual-structure and community-wide data; running reports; and importing and exporting data to other formats, such as Excel.

FEM 207-Radiological Accident Assessment Concepts (2)
Explores the radiological consequences to the public following a release of radioactivity from nuclear power reactors and non-reactor incidents. Includes an overview of how to use this assessment as a basis for recommending protective actions to decision makers.

FEM 208-Including People with Disabilities, Access & Functional Needs in Disaster Operation
• Cultural Competence
Explores the importance of including people with disabilities and others with access and functional needs in disaster operations. Examines the history of the treatment of and services for people with disabilities. Examines key events and milestones that influenced changes in American society related to people with disabilities and others with access and functional needs. Analyzes the role and responsibilities of the Federal Emergency Management Agency (FEMA) Office of Disability Integration and Coordination.

FEM 209-Guardian Accord - Terrorism and Continuity Operations (1)
Explores the importance of incorporating the specific risks of terrorism into continuity planning for Federal Department and Agencies, state, territorial, tribal and local jurisdictions. Includes an overview of the unique continuity planning considerations of terrorism.

FEM 210-Continuity of Operations (COOP) Planner's Workshop (1)
Provides students with the knowledge, skills, and tools necessary to develop and implement continuity plans according to established continuity requirements and guidance. Explores the four phases of continuity, important factors that affect planning and plan maintenance, best practices in managing those factors, and how to effectively assess and update existing plans and programs.

FEM 211-Mission Essential Functions (MEF) Workshop (1)
Provides an overview of continuity planning assistance with a specific focus on identifying and refining organizational essential functions. Explores essential supporting activities (ESAs); conducting business process analyses (BPAs) and business impact analyses (BIAs); evaluating the impacts of threats and hazards on Mission Essential Function (MEF) performance; and developing mitigation strategies to reduce disruptions and risk.

FEM 212-Homeland Security Building Design for Continuity of Operations (1)
Provides guidance to the building sciences community working for public and private institutions, including Continuity of Operations (COOP) planners/managers, building officials, etc. Explores tools to help decision-makers assess the performance of their buildings against terrorist threats and to rank recommendations.

FEM 213-Introduction to Community Emergency Response Teams (1)
Provides an introduction to Community Emergency Response Teams (CERT) for those interested in completing the basic CERT training or as a refresher for current team members.

FEM 214-Reconstitution Planning (1)
Provides guidance to Federal Executive Branch departments and agencies for developing Continuity of Operations (COOP) Plans and Programs. Explores the advantages of developing effective and comprehensive reconstitution planning.

FEM 215-Disaster Medical Coordination, Monitoring, and Surveillance (1)
Introduces students to the concepts and principles of Emergency Responder Health Monitoring and Surveillance (ERHMS) system. The course provides instruction to leaders in organizations responsible for planning and executing an incident response that optimizes the health and safety of response, remediation, recovery, and volunteer workers.

FEM 216-National Emergency Management Information System (NEMIS) Hazard Mitigation Grant P
Introduces students to the National Emergency Management Information System (NEMIS) and the knowledge needed to complete Hazard Mitigation Grant Program (HMGP) applications. The course provides instruction on the database system used to track disaster data for the Federal Emergency Management Agency (FEMA) and grantee emergency management offices. Explores the modules or application areas that represent various functions within FEMA.

FEM 217-Flood Insurance Coverage Basics (1)
Introduces students to Increased Cost of Compliance (ICC) coverage concepts as part of the Standard Flood Insurance Policy. Explores the National Flood Insurance Program (NFIP) and covered and non-covered building and personal property items. Examines the unique requirements for insuring condominiums and key characteristics and special adjustment issues for basement coverage.

FEM 218-Flood Insurance Exposures Awareness (1)
Introduces students to commercial exposures and how they are insured within the National Flood Insurance Program (NFIP). Explores the impact of mapping changes on property owners, insurance agents, lending institutions, and others. Examines the Coastal Barrier Resources System (CBRS) and Otherwise Protected Areas (OPAs).

FEM 219-Principles of Flood Insurance Elevation (1)
Introduces students to Elevation Certificate (EC) and how EC's help floodplain administrators reduce flood risk. Explores lowest floor elevation for post-FIRM buildings in A or V zones as shown on the FEMA Elevation Certificate. Examines Biggert-Waters Flood Insurance Reform Act of 2012 (BW 12) legislation and the Homeowner Flood Insurance Affordability Act of 2014 (HFIAA).

FEM 220-Fundamentals of Flood Insurance Claims (1)
Introduces students to Commercial Claims procedures covered in the National Flood Insurance Program (NFIP). Explores small and large commercial claims, certification requirements and adjuster authority, the General Property Form, and adjustment standards and requirements. Examines the history and organization of the NFIP, the Standard Flood Insurance Policy (SFIP), and the key terms and concepts that flood claims adjusters must know in order to accurately handle flood claims.

FEM 221-Religious and Cultural Literacy and Competency (1)
• Cultural Competence
Explores literacy and competency considerations that promote effective engagement of diverse religious and cultural groups before, during, and after a disaster. Examines the customs, etiquette, rituals, and/or relationships involved in Christianity, Buddhism, Judaism, Hinduism, Islam, Roman Catholicism, and Christian Orthodox religions. Analyzes the intersection of religious, social, political, and cultural life of the larger communities each group inhabits.

FEM 222-Introduction to Unified Federal Review (UFR) (1)
Explores the Unified Federal Review (UFR) process and how it supports interagency coordination for Environmental and Historic Preservation (EHP) reviews during disaster recovery. Introduces students to EHP concepts in the UFR process. Examines the requirements of Federal Disaster Recovery Coordinators (FDRC) and Federal Coordinating Officers (FCO) in the UFR process.

FEM 223-Federal Disaster Deployment Procedures (1)
Explores established best practices for acclimation to working and living conditions at domestic incidents. Introduces students to practical tips, advice, requirements, and expectations during a deployment. Examines the operation of portable/mobile radios, the basics of how radio systems work, and the principles and concepts of interoperable communications. Presents Federal Emergency Management Agency (FEMA) Travel Rules and Regulations that are required to be followed when working for FEMA.

FEM 224-Hazard Mitigation Flood Management in Disasters (1))
Introduces students to the Hazard Management facets of the insurance and floodplain management fields, and offers an orientation regarding their major functional organizations, roles, and activities. Explores the legal basis and documentation for each field and the information sources relied upon by the organizations and responders involved. Provides training in the necessity of, and techniques and best practices for, critical collaboration in and between each field, and opportunities to apply those collaborative skills in practice.

FEM 225-Telecommunicator Emergency Response Taskforce (TERT) Disaster Deployment Training (1)
Provides basic preparedness training for Telecommunications Emergency Response Taskforce (TERT) personnel to enhance eligibility for and improve efficiency in potential deployment to disaster sites. Explores the mental, physical, and emotional elements of deployment preparedness, emphasizing a holistic, communication-based approach to addressing personal, familial, and situational concerns. Introduces the concept of stress and fatigue as additional challenges inherent to deployment, and details a variety of coping strategies to be used in planning for their mitigation. Orients TERT team leaders to legal authorizations and obligations pre-deployment, their role as inter-team communicators and facilitators, and responsibilities and potential surroundings during deployment scenarios.

FSA: Fire Service Administration

FSA 101-Fire Protection Systems (3)
Prerequisites or Corequisites: [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Provides information relating to the design features and operation of fire alarm systems. Design principles involved in structural fire protection and automatic suppression systems, including fire resistance and endurance, flame spread evaluation, smoke control, special hazard fire suppression systems, water supply for fire protection, and evaluation of sprinkler system designs will be examined.

FSA 103-Fire Investigation and Analysis (3)
Prerequisites or Corequisites: [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Examines technical, investigative, legal, and managerial approaches to arson. Includes the fundamentals needed for proper fire science interpretation, recognition of origin and cause, preservation and documentation of evidence, scene security, motives of the fire setter, and types of fire causes.

FSA 105-Risk Assessment, Reduction, and Safety (3)
Prerequisites or Corequisites: [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Examines the concepts of community sociology, the role of fire-related organizations within the community, and their impact on shaping community policy and master planning. Components of risk identification, risk evaluation, incident management, and accountability systems are examined.

Note: If student is not an active firefighter, they must establish a mentor who is a FD Chief Officer.

FSA 107-Disaster Planning and Response (3)
Prerequisites or Corequisites: [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Examines concepts and principles of community planning and response to fire, emergency, and natural disasters, including the Incident Command System (ICS), mutual aid and automatic response, training and preparedness, communications, hazardous materials planning, and disaster recovery.

Note: If student is not an active firefighter, they must establish a mentor who is a FD Chief Officer.

FSA 109-GIS and Technology for Fire Services (3)
Prerequisites or Corequisites: [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Provides a foundation for implementing geospatial technologies in a local emergency service agency, within the context of planning, mitigation, response, and recovery. GIS can be applied to each of the phases of crisis management and whole community planning. The value, application, and use of geospatial technologies in emergency services and the fundamental skills required for basic implementation will be addressed.

FSA 201-Fire and Emergency Services Administration (3)
Prerequisite: FSA 101; Prerequisite or Corequisite: EN 101

Introduces the student to the organization and management of a fire and emergency services department and the relationship of government agencies to the fire service. New technologies, changing organizational structures, personnel and equipment, municipal fire protection planning, manpower and training, and financial management are examined. Emphasis is placed on fire and emergency service, ethics, and leadership from the perspective of the company officer.

Note: If student is not an active firefighter, they must establish a mentor who is a FD Chief Officer.

FSA 203-Principles of Fire Service Leadership (3)
Prerequisite: FSA 201

Provides the student with the knowledge and skills to understand different styles of leadership and apply their impact on behavior in a Fire Service context. Applying appropriate decision-making styles to given situations, outlining problem-solving methods, and identifying available resources are examined.

Note: If student is not an active firefighter, they must establish a mentor who is a FD Chief Officer.

FSA 205-EMS Operations (3)
Prerequisite: FSA 105

Provides EMS personnel/officers/supervisors the knowledge and skills to apply proper scene command techniques for management of medium to large incidents involving multiple sick or injured patients. Topics covered include problem-solving and EMS functions within incident command, resource management, interagency and mutual aid, size-up and strategy, tactics and action plans, EMS company operations, pre-incident preparation, incident organization, and strategic command. Emphasis is placed on pre-incident planning and the use of standard operating procedures.

GG: Geography

GG 101-Elements of Geography (3)
• Gen Ed Geography
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

Explores elements of man's environment and the changes resulting from natural and human agents. Includes map reading and interpretation.

GG 102-Cultural Geography (3)
• Gen Ed Geography; Cultural Competence
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

Studies man in his regional settings, with emphasis on the interrelationships of physical and cultural phenomena.

GG 201-Urban Social Geography (3)
• Gen Ed Multicultural Perspect; Gen Ed Geography; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Examines concepts of cities and how culture interacts with urban landscapes.

HE: Health Education

HE 102-Nutrition in a Changing World (3)
• Gen Ed Wellness
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Presents the basic principles of human nutrition with emphasis on the nutrients and factors that affect their use in the human body.

HE 110-Nutrition Basics (1)
Applies a basic knowledge of nutrition to enable the students to make good dietary decisions. Provides a basis for discerning healthy diets.

HE 115-Stress Management Techniques (1)
Introduces the basic concepts of stress management and focuses on coping strategies and techniques to reduce stress.

HE 120-CPR/AED and Basic First Aid (1)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces the student to the basics of emergency first aid treatment and safety. Students successfully completing this course will receive the American Heart Association (AHA) HeartSaver certification in First Aid, Cardio Pulmonary Resuscitation (CPR), and Automated External Defibrillator (AED).

HE 130-Advanced Tai Chi - Cultural Perspective (3)
• Cultural Competence
Introduces the traditional Chinese meditative exercise known as Tai Chi. While participating in the low intensity physical skills that comprise Tai Chi, students will be introduced to the culture, philosophy, history, and practice of the exercise.

HE 200-Principles and Application of Nutrition (3)
Prerequisites: One semester of college biology either BI 100, BI 101, BI 103 or BI 107

Introduces the principles of nutrition for the maintenance of good health throughout the life-cycle. Applications of nutritional principles are presented via the connection between diet and the prevention and treatment of disease. Investigates the socioeconomic, ecological and political factors that shape national nutritional policy and ultimately affect personal health.

HE 201-Stress Management (3)
• Gen Ed Wellness
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Examines current theories regarding the nature and sources of stress in life. Students are introduced to the physiology and psychology of stress. A variety of stress management techniques and coping strategies are explored.

HE 204-Health Education (3)
• Gen Ed Wellness
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Covers basic areas of health, including mental health, fitness, nutrition, weight control, sexual health, drugs and alcohol, disease and consumer and environmental health.

HI: History

HI 101-History of Western Civilization (3)
• Gen Ed History
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Surveys the development of Western civilization from ancient times to 1500.

HI 102-History of Western Civilization (3)
• Gen Ed History
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Covers Western history from 1500 to the present.

HI 106-Introduction to Historic Preservation (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Provides a general overview of the different aspects of historic preservation, including downtown revitalization, historic site management, preservation legislation and education, historic architecture, and the history of historic preservation in the United States. Research methodologies will include using library resources, public records, maps, historic documents, images, oral histories, and folklore. Students will make on site visits to historic preservation projects.

HI 107-Introduction to Archives and Manuscripts (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Provides an introduction to the role of archives and manuscript repositories in preserving and providing access to historical records, and will present an overview of the theory and practice of archives management. The student will approach research from the other side of the reference desk and learn how primary source material is arranged and made available to researchers. The course will also cover such research-related topics as copyright, privacy, fair use, and ethical standards. This course will benefit those interested in a potential career as an archivist, manuscripts curator, or special librarian, as well as those public historians likely to utilize archival collections in their work.

HI 201-History of the United States (3)
• Gen Ed History
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Examines the economic, political and social forces that have shaped the patterns of life, institutions and thought in the United States through the Civil War.

HI 202-History of the United States (3)
• Gen Ed History
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Covers United States history from Reconstruction to the present.

HI 212-Civil War (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Examines the causes of the Civil War, the constitutional crisis confronting the Union, the conduct of the war by both the Union and Confederacy, the economic and social conditions of the homefront, the status and condition of African Americans and the wartime origins of Reconstruction.

HI 213-History of the South (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

A history of the South from the Colonial period to the present. Examines the Golden Age of the Chesapeake, antebellum society, the institution of slavery, development of a regional identity, the War for Southern Independence, Reconstruction, readjustment of racial patterns and the rise of the New South and the Sun Belt.

HI 214-The Civil Rights Movement (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Explores the history of the Civil Rights movement in twentieth-century America. It begins with an overview of segregation, examines in detail the efforts of the movement to overcome Jim Crow discrimination, and concludes with an assessment of the movement's legacy.

HI 215-Constitutional History of the United States (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Examines the Constitution and its impact within the context of the government, law, and politics. Topics covered include the origins of the Constitution, the development of judicial nationalism, the impact of slavery, the conflict leading up to the Civil War, reconstruction, the 1890s, the creation of the modern state, the New Deal era, the 1960s, and the movement toward a conservative constitutionalism.

HI 217-African-American History (3)
• Gen Ed Multicultural Perspect; Gen Ed History; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Surveys African-American history from the arrival of the first Africans in 1619 to the present. Includes the major economic, political, and social forces that have helped shape the role of the African American in the history of America.

HI 221-The Sixties (3)
• Gen Ed History
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Examines one of America's most turbulent decades: the 1960s. This course explores the Civil Rights Movement, the Vietnam War, the Anti-War Movement, and changing cultural and social mores. Emphasis will include an examination of the history, politics, literature, and music of the era.

HOS: Hospitality, Culinary and Tourism Institute

HOS 109-Introduction to Culinary Arts (2)
Concentrates on skills and attributes needed to fill entry level culinary and food services positions. Instruction will assist students in practicing communication skills, utilizing listening skills to follow directions, practicing basic math skills as applied to a culinary arts setting, and reading to gain information and to perform assignments and tasks as directed. Through discussion students will gain insight into a career in restaurants and food/beverage operations. Students will also learn resume writing and job interviewing techniques.

HOS 110-Introduction to Hospitality Management (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 80 or appropriate score on mathematics placement test)

Develops an understanding of the hospitality industry and introduces the student to the career opportunities available. Provides a basic understanding of the organizational structure and departmental functions within hotel and foodservice establishments. Examines the forces and issues that are shaping the current and future hospitality industry. Develops an understanding of competition and the role of management in providing product and service excellence. Various types of operations will be discussed emphasizing value chain analysis and defining service as competitive advantage.

HOS 111-Culinary Fundamentals (1)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 80 or appropriate score on mathematics placement test); Prerequisite or Corequisite: HOS 121

Examines the basic concepts related to the preparation of food and introduces culinary terms. Demonstrates skills in knife usage, equipment identification and handling. Reviews issues related to menu planning, recipe development and cost control. Identifies skills and attributes needed to fill entry level culinary and food service positions. Discusses careers in restaurants and food/beverage operations. Students learn resume writing and job interviewing techniques.

HOS 112-Culinary I (3)
Prerequisite: HOS 111 and grade of C or better in HOS 121

Introduces the fundamental concepts, skills, and techniques involved in basic food preparation and cookery. Emphasis is placed on recipe conversion, measurements, terminology, knife skills, safe food handling, cooking methods, flavorings, seasonings, stocks, sauces, soups, vegetables and starches. Extra fees required.

HOS 113-Culinary II (3)
Prerequisite: HOS 112

Emphasizes meat, poultry and seafood fabrication and cookery; small sauces; and plate presentation. Recipe conversion, measurements, terminology, knife skills, sanitation and safe food handling, cooking methods, seasoning, vegetable and starch cookery are reinforced. Extra fees required.

HOS 114-Culinary Baking (3)
Prerequisite or Corequisite: HOS 111 and HOS 121

Applies the fundamentals of baking science to the preparation of a variety of products. Examines the use and care for equipment normally found in the bake shop or baking area. Extra fees required.

HOS 121-Sanitation and Food Safety (2)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Develops an understanding of basic principles of sanitation and safety in hospitality operations. The course focuses on prevention of foodborne illnesses and introduces the student to HACCP planning and implementation. Successful passing of the National Restaurant Association exam provides certification as a 'ServSafe Food Protection Manager.' Students will develop a HACCP plan.

HOS 123-Purchasing & Cost Control (3)
Prerequisite or Corequisite: HOS 111 and HOS 121

Examines food purchasing as a process and emphasizes the dynamics of managing the flow of food through the operation. Provides an introduction to food recognition and basic menu planning and their effects on production, service, labor and other financial control procedures. Emphasizes establishing operating standards, monitoring actual results and taking corrective action to account for variances. Introduces students to the budgeting process with strong emphasis placed on control of prime costs. Offers discussion on selection, training and retention of employees and the effect of Human Resource functions on daily operations and cost control.

HOS 161-Event Management (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Presents all aspects of planning and implementing an event for success. Includes a real-life project where students will be involved in a hands-on experience of planning an event while utilizing the skills learned in class.

HOS 163-Hospitality Operations (3)
Prerequisite or Corequisite: HOS 110 and HOS 121

Explores the primary responsibilities of a hospitality manager and the principles and practices involved in managing the day-to-day operations of a hospitality business. Topics include various aspects of hospitality operations such as utilizing hospitality applications and systems, delivering excellent customer service, managing complaints and resolving conflicts, maximizing sales, reading financial reports, determining staffing needs, understanding safety and security risks and controls, front office and housekeeping operations, and facility maintenance.

HOS 210-Garde Manger (3)
Prerequisite: HOS 113 or permission of program manager

Provides students with skills and knowledge of the organization, equipment, and responsibilities of the 'cold kitchen.' Students prepare appetizers, canapés, hors d'oeuvres, cold sauces, salads, and dressings. Introduces basic charcuterie items including pates, terrines, forcemeats, and sausages. Students learn about cheeses and how to create cheese platters, charcuterie platters, fruit and vegetable garnishes, buffet production, and buffet presentation. Introduces modern culinary techniques and cooking methods. Extra Fees Required.

HOS 214-Advanced Baking & Pastry (3)
Prerequisite: HOS 114

Builds on previous knowledge and increases proficiency in baking and pastry techniques for production. Students will explore and demonstrate a broad spectrum of classical vs. modern applications of cakes, French pastries, and tarts. Students will sharpen their skills in mixing and shaping of breads, including artisan breads. The focus of the course will be on artistry and innovation in baked goods merged with practical skills.

HOS 216-Food and Beverage Operations (3)
Prerequisite: HOS 110

Provides an analysis of different types of food service operations, beginning with an overview of the food service segment of the hospitality industry. Detailed consideration is given to food and beverage operations, food service marketing, menu planning, nutrition concerns, menu cost and pricing strategies, production, service, beverage management, sanitation and safety issues, facility design and equipment, accounting and food service automation.

HOS 218-Hospitality Information Systems (3)
Prerequisite: HOS 110

Provides an overview of the information needs of lodging properties and food service establishments; addresses essential aspects of computer systems, such as hardware, software, and generic applications; focuses on computer-based property management systems for both front office and back office functions; examines features of computerized restaurant management systems; describes hotel sales computer applications, revenue management strategies, and accounting applications; addresses the selection and implementation of computer systems; focuses on managing information systems; and examines the impact of the Internet and private intranets on the hospitality industry.

HOS 240-International and American Regional Cuisine (3)
Prerequisite: HOS 113 or permission of program manager; Corequisite: HOS 250

Provides advanced training in the preparation of American regional cuisines paired with their international origin. Students will prepare recipes including meats, poultry, seafood, vegetables and desserts, as well as explore cuisine from a cultural, geographical, religious, and historical perspective. Emphasis is placed on flavor profiles and cooking techniques associated to regions and their international influence.

HOS 250-Restaurant Production and Service (3)
Prerequisite: HOS 163 or HOS 210 or permission of program manager; Corequisite: HOS 240 or HOS 263

Provides the capstone student experience in applying the knowledge and skills from culinary, nutrition, costing, service and management areas in an operational restaurant setting. Students rotate through the dining room and kitchen in this intensive course. Dining room students learn set-up and clean up, food and beverage service, proper etiquette, and writing and presenting guest checks. Kitchen rotation students learn a la carte preparation, cooking, and plating techniques.

HOS 261-Applied Hospitality Management (3)
Prerequisite: HOS 163

Develops the skills to manage the functions and operations of hospitality sectors. Emphasizes creating and maintaining partnerships and marketing/ growing businesses. Students will learn how to engage customers and respond to feedback and service recovery strategies. Instruction will include case studies, role playing, and responding to real-life scenarios.

HS: Human Services

HS 102-Human Relations (3)
• Gen Ed Human Services; Cultural Competence
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72 or Corequisite: EN 75

Introduces students to the fundamentals of interpersonal communication and examines such communication in the context of culture, ethnicity, gender, age, and race in particular. As an experiential course, it seeks to increase the skills and sensitivity necessary for successful human relationships in a diverse global, national and local community. The impact of the increasing use of interactive technologies is also examined.

HS 103-Introduction to Social Work and the Human Services (4)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

Surveys the philosophies of the field of social work and all of the human services. Examines the historical and theoretical approaches to the understanding of social work and the agencies that deal with delivery of services to members of society. Includes the interrelationship of human services and examines the knowledge, values and skills of the helping process. Particular emphasis is placed on the concept of human diversity and the impact of oppression and discrimination. This course will highlight the human needs that social workers address across the life span with particular emphasis on the needs of older adults.

HS 104-Mediation Theory and Practice (3)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

Explores mediation as a conflict resolution method used in today's society. Students will learn the skill set necessary to use the mediation process in formal and informal situations.

HS 203-Introduction to Counseling and Interviewing (3)
Prerequisite: PS 101

Presents an overview of counseling theory, with focus on the development of specific helping behaviors.

HS 204-Ethics and Practice Issues in the Human Services and Addiction Counseling (3)
Prerequisite: HS 203; Corequisite: INTR 103

Integrates a study of ethical and practice issues in the human service field with the student's experience in the internship education practicum. Special attention will be given to the special ethical issues in the addictions field.

HS 205-Fundamentals of Addictions (3)
Prerequisite: HS 203

Presents major theoretical approaches to the field of addictions, and introduction to the twelve core functions of the alcohol and drug abuse counselor. This course will include skill development training for the beginning alcohol and drug counselor.

HS 206-Pharmacology of Psychoactive Drugs (3)
Prerequisite: PS 101

Presents the basic pharmacological and neurophysiological fundamentals of licit and illicit drug use. The primary focus of the course is the explanation of how drugs may alter body and brain function and how these alterations influence and mediate human behavior. Suggested for human service majors, especially those interested in addictions, current or potential health care professionals.

HS 207-Theory and Practice of Group Counseling (3)
Prerequisite: HS 203

Presents the theory and practice of using groups as a counseling intervention in the human services. There will be a presentation of types of groups, general principles of groups, stages of evolution of groups, ethical and professional issues, and special emphasis on the use of groups in the drug and alcohol field.

HU: Humanities

HU 104-Introduction to Digital Humanities (3)
• Gen Ed Humanities
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces the student to the digital tools that are transforming the study of the humanities as well as the processes for planning, managing, and evaluating digital humanities projects. Equips the student to apply digital tools and techniques to a variety of disciplines including English, History, Philosophy, and Social Sciences.

HU 201-Humanities I: Culture/Human Experience (To the Renaissance) (3)
• Gen Ed Humanities
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Surveys Western culture through a study of philosophy, the visual, literary and performing arts from the Ancient World to the Renaissance.

HU 202-Humanities II: Culture/Human Experience (Renaissance to the Present) (3)
• Gen Ed Humanities
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Surveys Western culture through study of art, music, literature and philosophy from the sixteenth century to the present.

HU 203-Special Topics in the Humanities (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

An intra-disciplinary umbrella course consisting of a series of three-credit courses that address timely topics in the humanities.

HU 203B-Civilization and Culture: Britain (3)
Corequisite: Participation in London Work/Study Abroad

Discover key social, cultural, and political characteristics of contemporary British society. Compare and contrast British and American assumptions and practices. The course structure is based on a series of seminars led by the core instructor with complementary lectures delivered by guest speakers specializing in specific topics.

HU 210-The Language of Hip Hop (3)
• Gen Ed Humanities; Cultural Competence
Prerequisite or Corequisite: EN 101

Examines the role of language, both verbal and non-verbal, in the aesthetics, intercultural communication, and cultural practices of hip hop through the study of the origins and evolution of the culture, moving on to key topics including authenticity, class, and language ideology. Students will identify current and historical elements of hip hop culture in the US. Through multimedia analysis, critical reading and listening, and student led discussion, students will develop skills necessary to critically analyze and explore the language of hip hop and survey its historical development, political significance, and social influence.

ID: Interdisciplinary Studies

ID 110-Media and Human Values (3)
• Gen Ed Interdisciplinary
Prerequisite: EN 101 or EN 101H

This team-taught honors seminar explores media and human values as interdisciplinary concepts. These concepts will be examined in their social, literary and visual environments, and an emphasis on synthesizing conclusions reached. Students will be expected to conduct independent study and present results of research to the class.

ID 113-Introduction to Leadership (3)
• Gen Ed Interdisciplinary
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Examines leadership through an analysis of various leadership qualities and styles in the fields of business, government, the law, and the military. By utilizing a wide variety of sources, including readings, films, and experiential exercises, students will explore the concept of leadership as well as developing/improving their own leadership skills.

ID 200H-Honors Seminar: Special Topics in Interdisciplinary Studies
• Gen Ed Interdisciplinary
Prerequisites: EN 101, MA 92 or MA 82

Operates as an interdisciplinary seminar designed for honors students and open to other qualified students with permission of instructor. Topics vary from semester to semester but will synthesize work from at least two different academic content areas and focus on issues of importance to society.

ID 220-World War II Through Film (3)
• Gen Ed Interdisciplinary
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Surveys the major military and social developments of WWII through films and selected readings. Multicultural and multinational perspectives are included.

ID 225-Disaster, Crisis and Emergency Management (3)
• Gen Ed Interdisciplinary
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces students to the dynamic and relevant world of disaster, crisis and emergency management. Through the review of the history, social, political, and economic implications of disasters, students have the opportunity to explore the world of Emergency Management and experience the thrill of serving and the heartache of devastation. Students gain experience with effective writing, critical thinking skills, and historical and social awareness as they travel through the emergencies of past, present and future.

ID 250-Global Scholar Experience (3)
• Gen Ed Multicultural Perspect; Gen Ed Interdisciplinary; Cultural Competence
Prerequisite or Corequisite: EN 101

Develop cultural competency through short-term study abroad using a 'learn, travel, teach' model. The pre-trip component will introduce the concept of cultural competency, elements of culture, and an overview of the destination country's/ies' culture(s). During the study abroad portion, daily journaling or blogging will record and analyze the travel experience. Post-trip, a multimedia cultural competency project will be completed with faculty supervision and presented to an audience. Students who successfully complete all course requirements will be awarded a Global Scholar Certificate.

INTR: Internship

INTR 101-Internship (1)
Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Work-Site Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experiences, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship Coordinator prior to registering.

INTR 102-Internship (2)
Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Work-Site Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experiences, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship Coordinator prior to registering.

INTR 103-Internship (3)
Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Work-Site Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experiences, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship Coordinator prior to registering.

ITR: American Sign Language Interpreting

ITR 104-Introduction to Interpreting (3)
Prerequisites: (EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72) and (ASLS 106 and ASLS 202); Prerequisite or Corequisite: ASLS 203

Introduces students to the profession of sign language interpreting. Covers the history of interpreting as a field of professional practice, the ethical and performance standards, the impact of legislation on the field, the phenomena of cross cultural dynamics, knowledge of environmental conditions, and the role of the interpreter as cultural mediator.

ITR 110-Interactive Discourse Analysis (3)
Prerequisite: ITR 104; Corequisites: ITR 112 and ITR 114

Focuses on the analysis of discourse in dialogic genres of English and American Sign Language (ASL). Awareness of the features of language use in everyday life. Students transcribe and analyze interaction discourse features of conversations, explanations, interviews, discussions, and other types of dialogue genres while reading and discussing theoretical notions underlying language use.

ITR 112-Foundations of Interpreting (3)
Prerequisite: ITR 104; Corequisites: ITR 110, ITR 114

Introduces students to the theory and application of the interpreting process. Students will practice receptive skills and process tasks needed for interpretation. Focus will primarily be on intralingual language exercises including shadowing, prediction and anticipation, memory enhancement, text analysis for goal and main points, and paraphrasing. Process models and descriptions will be covered and application will be provided to observed interpretations. Exercises will be conducted in both English and ASL. The goal of the course is to develop cognitive processing skills involved in the interpreting process.

ITR 114-Consecutive Interpreting (3)
Prerequisite: ITR 104; Corequisites: ITR 110, ITR 112

Develops consecutive interpreting skills and prepares students for the simultaneous interpreting process. Students will compare ASL and English semantic/syntactic structures to the consecutive interpreting process. Focus in the course will be on source and target text analysis, vocabulary expansion, and interpreting process skill development.

ITR 212-ASL to English Interpreting I (3)
Prerequisites: ITR 110, ITR 112, ITR 114; Corequisites: ITR 214, ITR 216

Focuses on the process of interpretation, provides practice of requisite skills and process tasks and applies skills and interpreting theory to the translation process. The course of study focuses on lexical development, syntactical language comparisons, voice production techniques, text/discourse/interpreting process analysis, semantic mapping, and diagnostic assessment.

ITR 214-English to ASL Interpreting I (3)
Prerequisites: ITR 110, ITR 112, ITR 114; Corequisites: ITR 212, ITR 216

Provides in-depth study and practice of ASL/English interpretation through the understanding and use of the simultaneous mode of interpreting. Provides techniques of translating the source language, English to the target, and American Sign Language (ASL) in a simultaneous manner.

ITR 216-Transliterating I (3)
Prerequisites: ITR 110, ITR 112, ITR 114; Corequisites: ITR 212, ITR 214

Covers the process of transliteration. The process moves along a continuum from ASL to a signed form of English. Specific subtasks are isolated in order to focus on transliterating skill development, enhancing component skills, and incorporating ASL features. These skills are integrated into the performance of beginning to intermediate tasks.

ITR 222-ASL to English Interpretation II (3)
Prerequisites: ITR 212, ITR 212, ITR 216; Corequisites: ITR 224, ITR 226, ITR 230

Provides students with additional practice in specific skill areas related to ASL to English interpretation. Text/discourse/process analysis, lexical and syntactic development, and voice production techniques for simultaneous ASL to English interpretation. Course content is at an intermediate to advanced level of speed and complexity. Students will work primarily from videotaped language models.

ITR 224-English to ASL Interpreting II (3)
Prerequisites: ITR 212, ITR 214, ITR 216; Corequisites: ITR 222, ITR 226, ITR 230

Allows students to continue practicing rendering the target language (ASL) from the source language (English) simultaneously. Provides preparation for Internship. Continued emphasis and focus is on appropriate use of lexical and syntactic principles and non-manual behaviors of ASL.

ITR 226-Transliterating II (3)
Prerequisites: ITR 212, ITR 214, ITR 216; Corequisites: ITR 222, ITR 224, ITR 230

Expands the process of visually representing English. Students will focus on the expansion and enhancement of transliterating skills at the English end of the ASL-English continuum. Students will incorporate ASL features into intermediate to advanced level texts presented in a simultaneous mode.

ITR 230-Internship Seminar & Interpreting Environments (2)
Prerequisites: ITR 212, ITR 214, ITR 216; Corequisites: ITR 222, ITR 224, ITR 226

Introduces students to the requirements, guidelines, professional practices, and types of placements for field experience. Students will discuss protocol, skills, ethics, and business practices needed for specific site placements. Discusses the roles and responsibilities within team interpreting. Briefly discusses various interpreting environments.

LA: Paralegal

LA 100-Introduction to Law (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Presents an overview of the legal profession. Covers responsibilities of the legal assistant professional. Includes structure of the American Legal System, law office management, standard operating procedures, office automation and computerization, interviewing and investigation, and basic legal theories, concepts, research and writing.

LA 103-Ethics for the Legal Professional (3)
Prerequisite or Corequisite: LA 100

Concentrates on the ethical responsibilities that have been established by statutes, courts decisions, court rules, and professional associations affecting legal assistants/paralegals and lawyers. Includes conflict of interest, confidentiality, competence, solicitation, fees and billing, obligations of attorneys to clients, and protection of client funds. Covers the nature of supervision in order to avoid unauthorized practice of law.

LA 104-Contracts (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Covers the fundamental principles of contract law; the manner in which contracts are formed; the elements of a valid contract; the rights and obligations of various parties to a contract, as well as the rights of third parties; and available remedies when a contract is breached.

LA 105-Torts (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Covers the fundamental principles of tort law. Includes intentional torts, negligence, and strict liability. Examines the various types of damages that can be awarded and what needs to be established to collect such damages.

LA 106-Law & Technology (3)
Prerequisite: LA 100

Prepares students for the increasing levels of computer literacy demanded by the legal profession. Covers the basic features of at least one commonly used word processing program, database program, spreadsheet program and legal specific programs for calendaring, timekeeping and billing. Offers basic features of computer-assisted legal research and other electronic resources. Incorporates current technological trends used by the legal profession.

LA 110-Legal Research (3)
Corequisite: LA 100

Offers working knowledge of techniques of legal research. Includes assigned problems in legal research and basic knowledge of Shepard's Citation, West's Digest System and Key Numbers; American Law Reports; legal periodicals; federal and state statutes; legislative history resource materials; and other legal research tools. Stresses proper citation forms, along with briefing of cases and memo preparation. Includes the use of computers in legal research.

LA 120-Legal Writing and Documents (3)
Prerequisites: EN 101, LA 110

Offers working knowledge of techniques of legal writing in the preparation of legal documents. Specifically for the legal assistant, course covers various types of legal documents including leases, contracts, wills, memoranda, pleadings, trial briefs, legal correspondence and legislative drafting.

LA 210-Estates and Probate (3)
Prerequisite: LA 100

Covers basic legal concepts and fundamental principles of law as applied to the more common forms of wills, trusts, and intestacy, as well as organization and jurisdiction of the probate court.

LA 220-Evidence and Procedure (Civil) (3)
Prerequisite: LA 100

Covers rules governing the admission of evidence at a trial or administrative proceeding. Considers both federal and Maryland law. Explores procedural aspects of civil actions.

LA 230-Law of the Real Estate Business (3)
Prerequisite: LA 100

Reviews the essentials of real estate law and the processes and procedures for which the paralegal is responsible, including discussion of landlord/tenant matters; easements and covenants; analysis of real estate contracts; types and sources of mortgage financing; ordering title work; preparation of closing documents; settlement statements; closing; and coordination of closing.

LA 240-Family Law (3)
Prerequisite: LA 100

Develops skills necessary to become an effective legal assistant/paralegal working with family law matters. Explores the fundamentals of family law including: the regulation of marriage; law of divorce; annulment and legal separation; child custody and support; children of unmarried parents; child abuse and neglect; domestic violence; and adoption.

LAR: Arabic

LAR 101-Introductory Arabic I (3)
• Gen Ed Humanities
Covers the fundamentals of the Arabic language both written and spoken pertinent to the first semester. Offers a strong foundation in the language through development of vocabulary, grammar, reading and conversational skills. Offers insights into Arabic culture and customs.

LAR 102-Introductory Arabic II (3)
Gen Ed Humanities
Prerequisite: LAR 101

Continues the fundamentals of the Arabic language, both written and spoken, pertinent to the second semester. Offers a strong foundation in the language through further development of vocabulary, grammar, reading and conversational skills. Provides insights into Arabic culture and customs.

LC: Chinese

LC 101-Introductory Chinese I (4)
• Gen Ed Humanities
Covers fundamentals of the Mandarin Chinese written and spoken language. Offers a strong foundation in the language through development of vocabulary, grammar, reading, and conversational skills. Offers insights into Chinese culture and customs.

LF: French

LF 101-Introductory French I (3)
• Gen Ed Humanities
Presents study of French grammar and vocabulary with selected readings in contemporary literature. Develops competence in and knowledge of French language and culture.

LF 102-Introductory French II (3)
• Gen Ed Humanities
Prerequisite: LF 101

A continuation of LF 101 with increased emphasis on literature and idiomatic speech.

LF 201-Intermediate French I (3)
• Gen Ed Humanities; Cultural Competence
Prerequisite: LF 102

Covers advanced grammar and composition with selected readings.

LF 202-Intermediate French II (3)
• Gen Ed Humanities; Cultural Competence
Prerequisite: LF 201

A continuation of LF 201. Readings in representative French prose and poetry form the basis of class discussion.

LG: German

LG 101-Introductory German I (3)
• Gen Ed Humanities
Introduces German grammar and vocabulary. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogs, students gain insight into German culture, thought and expression.

LG 102-Introductory German II (3)
• Gen Ed Humanities
Prerequisite: LG 101

Continuation of LG 101. Introduces more complicated readings.

LG 201-Intermediate German I (3)
• Gen Ed Humanities
Prerequisite: LG 102

Covers advanced grammar and composition with selected readings.

LG 202-Intermediate German II (3)
• Gen Ed Humanities
Prerequisite: LG 201

A continuation of LG 201. Introduces and discusses readings in representative German prose and poetry.

LI: Italian

LI 101-Introductory Italian I (3)
• Gen Ed Humanities
Presents the fundamentals of the Italian written and spoken language. Develops a firm foundation in the language with emphasis on the development of vocabulary, grammar, reading and conversational skills. Offers insight into Italian culture and customs.

LI 102-Introductory Italian II (3)
• Gen Ed Humanities
Prerequisite: LI 101

Serves as a continuation of the previous introductory course in Italian, with intensive oral work and a study of grammar with emphasis on reading and comprehension.

LI 201-Intermediate Italian I (3)
• Gen Ed Humanities
Prerequisite: LI 102

Presents advanced grammar and composition with selected readings pertinent to intermediate level. Group discussions in Italian.

LL: Latin

LL 101-Introductory Latin I (3)
• Gen Ed Humanities
Introduces classical Latin language. Presents the study of Latin grammar and vocabulary with the goal of developing reading skills in the language. Offers insight into Roman literature, thought and expression through the reading of Latin sentences and passages derived from ancient authors.

LL 102-Introductory Latin II (3)
• Gen Ed Humanities
Prerequisite: LL 101

Provides a continuation of LL 101. Introduces elementary readings in Latin literature.

LL 201-Intermediate Latin I (3)
• Gen Ed Humanities
Prerequisite: LL 102

Presents Latin grammar through lecture, practice, review and the reading of ancient authors. Includes medieval Latin and the Vulgate Roman and Greek culture appropriate to the readings. Increases English vocabulary by recognition of English words derived through Latin.

LL 202-Intermediate Latin II (3)
• Gen Ed Humanities
Prerequisite: LL 201

Reviews Latin grammar. Presents Virgil's Aeneid, Books I, II, IV and VI. Includes Roman and Greek culture and mythology appropriate to the readings.

LR: Russian

LR 101-Introductory Russian I (3)
• Gen Ed Humanities
Covers fundamentals of the Russian written and spoken language. Offers a strong foundation in the language through development of vocabulary, grammar, reading and conversational skills. Offers insights into Russian culture and customs.

LR 102-Introductory Russian II (3)
• Gen Ed Humanities
Prerequisite: LR 101

Covers fundamentals of the Russian written and spoken language pertinent to the second semester. Offers a strong foundation in the language through development of vocabulary, grammar, reading and conversational skills. Offers insights into Russian culture and customs.

LR 201-Intermediate Russian I (3)
• Gen Ed Humanities
Prerequisite: LR 102 or two year of high school Russian

Continues development of reading, conversational, and translational skills and habits with emphasis on proper use of grammar and knowledge of vocabulary.

LS: Spanish

LS 101-Introductory Spanish I (3)
• Gen Ed Humanities
Introduces Spanish grammar and vocabulary. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogs, students gain insight into Spanish culture, thought and expression.

LS 102-Introductory Spanish II (3)
• Gen Ed Humanities
Prerequisite: LS 01

A continuation of LS 101. Introduces more complicated readings.

LS 201-Intermediate Spanish I (3)
• Gen Ed Humanities; Cultural Competence
Prerequisite: LS 102

Presents advanced grammar and composition with selected readings pertinent to the intermediate level. Group discussions in Spanish.

LS 202-Intermediate Spanish II (3)
• Gen Ed Humanities; Cultural Competence
Prerequisite: LS 201

A continuation of LS 201. Students discuss readings in representative Spanish prose and poetry.

LS 211-Spanish Conversation I (3)
• Gen Ed Humanities; Cultural Competence
Prerequisite: LS 102

Develops oral fluency and language skills through interpretation and discussion of select readings, videos, songs and cultural experiences.

MA: Mathematics

MA 80-Pre-Algebra (0) [1]
Prerequisite: Placement into EN 70 or ESL 70 or higher on the reading placement test

Develops foundational math skills needed for Algebra. Topics include whole numbers, factors, fractions, signed numbers, and basic Algebra skills such as working with variables and solving one step equations. Technology is integrated with traditional skill practice throughout the course.

MA 81-Introductory Algebra (0) [4]
Prerequisites: Placement in EN 70 or ESL 70 or higher on the reading placement test AND a grade of B or better in MA 80 or Accuplacer placement score of 30 or greater on the Beginning Algebra section

Develops introductory algebra skills. Topics include variables and algebraic expressions, order of operations, graphing and solving linear equations, like terms, the distributive law, applications of linear equations, systems of linear equations, polynomials, factoring, and rational expressions. Technology is integrated with traditional skills practice throughout the course.

MA 82-Intermediate Algebra (0) [4]
Prerequisites: A grade of B or better in MA 81 or appropriate score on mathematics placement test, and placement in EN 70 or ESL 70 or higher on the reading placement test

Develops intermediate algebra skills with a graphing approach. Topics include linear equations, systems of equations, quadratic equations, functions, exponents, radical functions, exponential functions, logarithmic functions, polynomial functions, and rational functions. Technology is integrated with traditional skill practice throughout the course.

MA 83-Educator Preparation in Mathematics (0) [2]
Prerequisites: (Placement in EN 70 or ESL 70 or higher on the reading placement test) AND (A grade of B or better in MA 80 or appropriate score on the mathematics placement test)

Develops introductory Algebra skills. Topics include real numbers, algebraic expressions, solving and graphing equations, exponents, factoring polynomials, and functions. Technology and PRAXIS preparation are integrated with traditional skill practice throughout the course.

MA 85-Introductory and Intermediate Algebra (0) [6]
Prerequisites: Placement in EN 70 or ESL 70 or higher on the reading placement test AND a grade of B or better in MA 80 or Accuplacer placement score of 30 or greater on the Beginning Algebra section

Develops introductory and intermediate algebra skills. Topics include algebraic expressions, linear expressions and equations, exponents, polynomials, factoring, rational expressions and equations, graphing and solving linear, quadratic, radical, exponential, and logarithmic functions. Technology is integrated with traditional skill practice throughout the course.

MA 103-Foundations of Mathematics (3)
• Gen Ed Math
Prerequisite: MA 81 or MA 83 appropriate score on mathematics placement test

Covers various topics within mathematics for those who need a survey of mathematical principles rather than the in-depth analysis required for a mathematics or science-related program. Areas covered may include problem-solving strategies, logic, numeration systems, set theory, classification of numbers, algebra, financial management, geometry, measurement and right triangle trigonometry, probability, statistics, graphs, systems of equations, linear programming, graph theory, and voting theory. Students cannot receive credit for both MA 103 and MA 103A.

MA 103A-Foundations of Mathematics (3)
• Gen Ed Math
Prerequisites: MA 80 or appropriate score on mathematics placement test AND placement in EN 70 or ESL 70 or higher on the reading placement test

Combines topics with Algebra with topics from college math for those whose need is a survey of mathematical principles rather than the in-depth analysis required for a mathematics or science-related program. This course begins with a course in Algebra followed immediately by a survey of college math. Topics of Algebra include linear equations, quadratic functions, exponential functions, and logarithmic equations with an emphasis on functions, graphing, and modeling. Topics of college math covered may include problem solving strategies, logic, numeration systems, classification of numbers, algebra, financial management, geometry, measurement and right triangle trigonometry, probability, statistics, graphs, systems of equations, linear programming. Students cannot receive credit for both MA 103 and MA 103A.

MA 105-Fundamental Concepts of Mathematics (4)
• Gen Ed Math
Prerequisite or Corequisite: MA 81 or MA 83 or MA 85 or appropriate score on mathematics placement test

Note: MA 105 is designed and recommended for Education majors in the Early Childhood Education and Elementary Education A.A.T. degrees only.

A study of the real number system for early childhood education and elementary education students. Provides a comprehensive conceptually based background in elementary mathematics. Topics include historical development of numeration systems, decimal notation, arithmetic algorithms in decimal and other bases, elementary set theory and number theory. Emphasizes problemsolving strategies.

MA 106-Fundamental Concepts of Mathematics II (4)
Prerequisite or Corequisite: MA 81 or MA 83 or MA 85 or appropriate score on the mathematics placement test

Note: MA 106 is designed and recommended for Education majors in the Early Childhood Education and Elementary Education A.A.T. degrees only.

A study of the fundamentals of geometry for early childhood education and elementary education students. Provides a conceptually based background in geometry including plane and solid, metric and non-metric, dimensional analysis, congruence and similarity, coordinate and transformational geometry. Emphasizes problemsolving skills and the appropriate use of technology including calculators and computers.

MA 111-Precalculus (4)
• Gen Ed Math
Prerequisite: A grade of B or better in MA 82 or MA 85

Includes topics from college algebra and trigonometry with a graphing approach such as right triangle trigonometry, circular trigonometric functions, inverse trigonometric functions, exponential functions, power functions, logarithmic functions, and polynomial functions and their zeros.

MA 130-College Algebra (3)
• Gen Ed Math
Prerequisite: A grade of C or better in MA 82 or MA 85 or appropriate score on mathematics placement test.

This class can be taken as a single semester course in College Algebra or as the first part of a two semester sequence (MA 130 and MA 131) to prepare for Calculus. Topics covered include a study of function behavior, composition, and inverse using linear, polynomial, rational and radical functions; definition and analysis of exponential and logarithmic functions, complex numbers, formulae of midpoint, distance and average rate of change, and right triangle trigonometry. Two of the following courses: MA 111, MA 130 and MA 131 may be taken for a maximum of 7 credits.

MA 131-Trigonometry with Analytic Geometry (3)
• Gen Ed Math
Prerequisite: A grade of C or better in MA 130

This class can be taken as a single semester course in Trigonometry with Analytic Geometry or as the second part of a two semester sequence (MA 130 and MA 131) to prepare for Calculus. Topics covered include a study of right triangle trigonometry, circular trigonometric functions, inverse trigonometric functions, trigonometric and inverse trigonometric identities, polar coordinates, parametric equations, Euler's formula, vectors and conic sections. Two of the following courses: MA 111, MA 130 and MA 131 may be taken for a maximum of 7 credits.

MA 201-Applied Calculus (3)
• Gen Ed Math
Prerequisite: A grade of B or better in MA 82 or MA 85 or appropriate score on the mathematics placement test

A one-semester course for students in business, biology, social sciences, electronics and technical programs. Covers methods for finding the derivatives and integrals of algebraic and transcendental functions with applications in each program.

MA 202-Introduction to Discrete Mathematics (3)
Prerequisite: A grade of B or better in MA 82 or MA 85 or appropriate score on the mathematics placement test

For the mathematics and computer science student. Develops problem solving skills. Topics include sets and logic, elementary number theory, graph theory, matrices, algorithm design, mathematical induction and recursion.

MA 206-Elementary Statistics (3)
• Gen Ed Math
Prerequisite: MA 81 or MA 83 or appropriate score on mathematics placement test

An introductory non-calculus statistics course. Topics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, chi-square tests and non-parametric tests. Students can only receive credit for one of the following: MA 206 or MA 206A.

MA 206A-Elementary Statistics (3)
• Gen Ed Math
Prerequisites: A grade of B or better in MA 80 or appropriate score on mathematics placement test AND placement in EN 70 or ESL 70 or higher on the reading placement test

Combines an introductory non-calculus statistics course with topics from Algebra. Topics of Algebra include graphing and solving linear equations, inequalities, function notation and interval notation. Topics of Statistics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, chi-square tests, and non-parametric tests. Students can only receive credit for one of the following: MA 206 or MA 206A.

MA 207-Elementary Statistics with Probability (4)
• Gen Ed Math
Prerequisite: (A grade of B or better in MA 81 or MA 83) OR (A grade of C or better in MA 82 or MA 85) OR (Any college-level Math course) OR (appropriate score on mathematics placement test)

Introduces non-calculus statistics with additional topics in elementary probability. Statistical topics include descriptive analysis and treatment of data, statistical inference, linear regression and correlation, and chi-square tests. Topics from Elementary Probability include basic event and outcome concepts, fundamental rules of probability, random variables and their distributions, and expectation. Practical applications of the course concepts are explored through team projects. Students can only receive credit for one of the following: MA 207 or MA 207A.

MA 207A-Elementary Statistics with Probability (4)
• Gen Ed Math
Prerequisites: A grade of B or better in MA 80 or appropriate score on mathematics placement test AND placement in EN 70 or ESL 70 or higher on the reading placement test

Introduces non-calculus statistics with additional topics in elementary probability combined with topics from Algebra. This course begins with a course in Algebra followed immediately by Elementary Statistics with Probability. Topics of Algebra include linear equations and inequalities, absolute value, quadratic functions, exponential functions, and polynomial functions with an emphasis on functions, graphing, and modeling. Topics of Statistics include descriptive analysis and treatment of data, statistical inference, linear regression and correlation, and chi-square tests. Topics from Elementary Probability include basic event and outcome concepts, fundamental rules of probability, random variables and their distributions, and expectation. Practical applications of the course concepts are explored through team projects. Students can only receive credit for one of the following: MA 207 or MA 207A.

MA 210-Calculus I (4)
• Gen Ed Math
Prerequisite: Grade of C or better in MA 111 or grades of C or better in both MA 130 and MA 131

Presents the first course in the three-semester calculus sequence (MA 210, MA 211, MA 212). Designed for students in mathematics, science, engineering, medical and other technical programs. Topics covered include: functions, limits, continuity, the derivative concept, differentiation techniques (including produce rule, quotient rule, chain rule and implicit differentiation), applications of the derivative, and definite and indefinite integral concepts. The Fundamental Theorem of Calculus is discussed and used in the context of introductory integration.

MA 211-Calculus II (4)
• Gen Ed Math
Prerequisite: MA 210

Presents the second of three courses in the calculus sequence. Topics include methods and applications of integration, improper integrals, sequences and series, Taylor approximations, polar functions, introduction to differential equations.

MA 212-Calculus III (4)
Prerequisite: MA 211

Presents the final course in the three-semester calculus sequence. Topics include functions of several variables and their graphs, vectors, parametric equations, partial derivatives, multiple integrals and applications, Green's Theorem, Stokes Theorem and the fundamental theorem of line integrals.

MA 213-Differential Equations (3)
Prerequisite: MA 211; Prerequisite or Corequisite: MA 214

Presents differential equations of order one; linear differential equations with constant coefficients; non-homogenous equations with undetermined coefficients; variation of parameters; inverse differential operators; Laplace Transform; systems of differential equations; nonlinear equations; elementary applications.

MA 214-Introduction to MATLAB (1)
Prerequisite or Corequisite: MA 210

Provides an introduction to MATLAB. This course provides a comprehensive introduction to MATLAB environment. Assigned projects emphasize basic programming and graphing skills, as well as using MATLAB to solve appropriate mathematical problems.

MA 218-Linear Algebra (3)
Prerequisite: MA 210

Includes systems of linear equations, determinants, vectors in 2- and 3-space, vector spaces, linear transformations, eigenvalues and eigenvectors and applications.

MDA: Medical Assisting

MDA 101-Foundations of Medical Assisting I (3)
Prerequisite or Corequisite: MDA 109

Introduces the professional responsibilities of the administrative and clinical medical assistant. Emphasizes interpersonal communication, records management, administrative responsibilities, financial administration and patient care activities for the physician's office.

MDA 102-Foundations of Medical Assisting II (3)
Prerequisite: MDA 101; Prerequisite or Corequisite: MDA 109

Introduces the theory and skills necessary for a clinical medical assistant. Skills include (but are not limited to): medical asepsis, knowledge and/or performance of blood borne pathogens/OSHA regulations, general patient care, assisting with patient care activities, position and measurement of vital signs, health histories.

MDA 104-Medical Assisting Clinical I (1)
Prerequisites: MDA 102, MDA 112

Provides supervised placement in a contracted facility for guided experience in application of knowledge and skill of business and administrative skills in a medical office. Emphasis is placed on enhancing competence in medical skills necessary for comprehensive patient care and strengthening professional communications and interactions.

MDA 105-Medical Administration Clinical I (1)
Prerequisites: MDA 109, MDA 112

Provides supervised placement in a contracted facility for guided experience in the application of business and administrative skills in a healthcare office. Emphasis is placed on enhancing competence in medical office skills for comprehensive patient care and strengthening professional communications and interactions.

MDA 108-Basic Medical Terminology (1)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72 or Corequisite: EN 75

Provides students with the basic medical terminology framework needed before advancing to a more comprehensive medical terminology or anatomy and physiology based course.

MDA 109-Medical Terminology (3)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72 or Corequisite: EN 75

Teaches the basic principles of building and defining medical words. Students use techniques learned to develop an extensive medical terminology vocabulary. No previous knowledge of anatomy, physiology or pathology is necessary.

MDA 110-Pharmacology for Medical Office Practice (3)
Prerequisite: EN 52 or ESL 99 or ESL 72; Prerequisite or Corequisite: MDA 109

Introduces students interested in medical office practices to the field of pharmacology. Students will be completing clinical and multimedia applications encountered in a clinic/doctor's office setting. Applications include handwritten and electronic prescriptions, drug forms, drug labels, patient photographs, and clinical scenarios. Each anatomical system will be the subject of a unit in this course. This course is not intended for the nursing student.

MDA 112-Medical/Administrative Office Applications (3)
Prerequisite or Corequisite: MDA 109

Covers the general flow of information in a medical office and the role that computers play in administrative tasks. Simulation software is used to reflect today's office environment such as variety in fee schedules, patient scheduling, and office hour organization. Students will perform additional office procedures including insurance claims and financial tasks.

MDA 115-Phlebotomy Skills (3)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

Develops skills in a variety of blood collection methods using proper techniques and standard precautions. Blood collection procedures performed include vacuum collection devices, syringes, capillary skin puncture, butterfly needles and blood culture, and specimen collection on adults. Collection of specimens from children and infants is discussed. Emphasis will be placed on infection prevention, patient identification, specimen labeling, quality assurance, specimen handling, processing, accessioning, professionalism, ethics, and medical terminology.

MDA 201-Medical Assisting Laboratory Procedures (3)
Prerequisite: MDA 102; Prerequisite or Corequisite: MDA 104

Introduces the basic routine laboratory skills and techniques required for assisting with patients in the medical office. Emphasizes laboratory activities and responsibilities of the medical laboratory technician for a physician's office. Skills include (but are not limited to): collecting, handling, and examining laboratory specimens and using phlebotomy procedures according to OSHA regulations.

MDA 202-Medical Assisting Clinical Skills (3)
Prerequisite or Corequisite: MDA 201

Introduces the basic routine clinical skills and techniques required for assisting with patients in the medical office. Presents proper clinical techniques and theory behind each technique. Skills include (but are not limited to): collecting, handling, and examining laboratory specimens and using phlebotomy procedures according to OSHA regulations. Demonstrating use of clinical equipment including centrifuge and audiometer.

MDA 204-Medical Assisting Clinical II (2)
Prerequisite or Corequisite: MDA 202

Provides students with supervised patient-care experience in the medical office. Emphasis is placed on enhancing competence in clinical and laboratory skills necessary for comprehensive patient care and strengthening professional communications and interactions.

MDA 205-Medical Administrative Clinical II (2)
Prerequisite: MDA 216

Provides students with supervised patient-care experience in the medical office. Emphasis is placed on enhancing competence in medical office administration for patient care and strengthening professional communications and interactions including accounting, billing and coding procedures.

MDA 216-Medical Coding Basics (3)
Prerequisite or Corequisite: CIS 101

Introduces the structure and conventions of diagnostic ICD (International Classification of Diseases) and procedural CPT (Current Procedural Terminology) coding. Covers a variety of medical specialties and coding issues encountered in healthcare providers offices. Broadens medical coding knowledge and enhances medical coding skills with hands-on simulations using a widely accepted medical coding software package.

MDA 218-Health Insurance Billing and Reimbursement (3)
Prerequisite or Corequisite: MDA 216

Introduces processing of health insurance claims including plan options, payer requirements, state and federal regulations, abstraction of source documents, accurate completion of claims, coding of diagnoses, and procedures/services. Includes the following types of insurance: Commercial Insurance, Blue Cross Blue Shield, Medicare, Medicaid, TRICARE, and Workers' Compensation. Emphasis on CMS Reimbursement Methodologies will be incorporated into the curriculum.

MDA 220-Electronic Health Records (3)
Prerequisites or Corequisites: MDA 109, CIS 101

Introduces students to Electronic Health Records (EHR) through an examination of existing transitions and structures between medical facilities. Practical applications and guided exercises will enable the student to be prepared for changes in the healthcare field.

MDA 222-Introduction to Federal Healthcare Programs and Laws (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Prepares students in allied health programs to enter the workforce with a basic understanding of federal healthcare programs and federal healthcare laws. The course will provide students with a knowledge of the populations receiving assistance from the government as well as identifying the federal laws that govern workers' provisions of health services laws.

MU: Music

MU 101-Introduction to Music History and Appreciation (3)
• Gen Ed Arts
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Presents a study of music masterpieces of the past and present through reading, listening and analysis.

MU 103-Fundamentals of Music (3)
• Gen Ed Arts
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Covers the basic elements of music for the interested student or prospective classroom teacher. Includes study of musical notation, terminology, major and minor scales, simple and compound meters, familiarity with the piano keyboard, intervals, triads, sight-singing, ear-training and simple dictation.

MU 106-Aural and Keyboard Skills I (1)
Prerequisite: MU 103

Converts theoretical knowledge into practical application through sight-singing, ear-training, keyboard work and rhythmic exercises. Study concepts are derived from material introduced in Music Theory I, including major and minor scales, intervals, sequential patterns and simple melodies, rhythmic patterns, tempos, cadences, harmonization and figured bass.

MU 107-Aural and Keyboard Skills II (1)
Prerequisite: MU 106

A continuation of Aural and Keyboard Skills I, coordinated with material presented in Music Theory II, including more difficult triad types and seventh chords, non-harmonic tones, part-singing, syncopated rhythms, cadences, harmonic progressions and modulations.

MU 108-Survey of World Music (3)
• Gen Ed Arts; Gen Ed Multicultural Perspect; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Provides an introduction to the indigenous musical expressions of countries around the world, including African, Asian, Latin American, native North American and the Caribbean, emphasizing a global perspective and artistic interaction of world cultures. Considers origins, unique instruments, significant genres, notable artists, and cultural functions. Selected pieces are examined in detail through directed listening. Topical writing assignments are required. Music reading skills unnecessary.

MU 109-History of American Popular Music (3)
• Gen Ed Arts
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Surveys the development of American popular music in the 20th and 21st centuries, including the origins of both pop/rock styles, significant artists, cross-pollination with other genres, and impact on American culture. Selected pieces are examined in detail through directed listening. Topical writing assignments are required. Music reading skills unnecessary.

MU 111-Music Theory I (3)
Prerequisite: MU 103

Presents a study of diatonic harmony through four-part writing and analysis of music. Includes sight-singing, rhythmic and melodic dictation. Private instruction is recommended concurrently.

MU 112-Music Theory II (3)
Prerequisite: MU 111

A continuation of Theory I, with more advanced harmony. Introduces contrapuntal technique. Offers more advanced dictation skills, beginning composition using course skills.

MU 117-Choral Ensemble I (1)
Presents a variety of choral literature as the basis for study and presentation. Students participate as members of the Choral Arts Society of Frederick. Three rehearsal hours weekly. Open to all students.

MU 118-Choral Ensemble I (1)
Presents a variety of choral literature as the basis for study and presentation. Students participate as members of the Choral Arts Society of Frederick. Three rehearsal hours weekly. Open to all students.

MU 119-Jazz Ensemble I (1)
Prerequisite: Permission of instructor

Presents great jazz literature as the basis for study and presentation. Three rehearsal hours weekly. Applied music in chosen instrument recommended concurrently.

MU 120-Jazz Ensemble I (1)
Prerequisite: Permission of instructor

Presents great jazz literature as the basis for study and presentation. Three rehearsal hours weekly. Applied music in chosen instrument recommended concurrently.

MU 121-Orchestral Ensemble I (1)
Prerequisite: Permission of instructor

Presents great orchestral music of the Baroque, Classical, Romantic and/or Contemporary musical eras. Applied music in chosen instrument recommended concurrently. Students participate as members of the Frederick Orchestra. Two rehearsal hours weekly.

MU 122-Orchestral Ensemble I (1)
Prerequisite: Permission of instructor

Presents great orchestral music of the Baroque, Classical, Romantic and/or Contemporary musical eras. Applied music in chosen instrument recommended concurrently. Students participate as members of the Frederick Orchestra. Two rehearsal hours weekly.

MU 123-Wind Ensemble I (1)
Prerequisite: Permission of instructor

Presents a variety of wind ensemble literature as the basis for further study and presentation. Three rehearsal hours weekly. Applied music instruction in chosen instrument recommended concurrently.

MU 124-Wind Ensemble I (1)
Prerequisite: Permission of instructor

Presents a variety of wind ensemble literature as the basis for further study and presentation. Three rehearsal hours weekly. Applied music instruction in chosen instrument recommended concurrently.

MU 130-Foundations of Audio Technology (3)
Prerequisite or Corequisite: EN 75 or EN 52 or ESL 99 or ESL 72

Introduces components of the recording process including a detailed analysis of the nature of sound, human hearing, and basic principles of electricity. Students will learn basic digital audio workstation operation and other skills required to work in the studio.

MU 135-Audio Recording Techniques (3)
Prerequisite: MU 130

Provides an in-depth exploration of microphone technology, analog and digital theory, and recording systems. Students will explore techniques for recording in the tonmeister style of engineering, particularly as it relates to microphone techniques and editing using a digital audio workstation.

MU 141-Class Voice I (1)
Offers class instruction in singing with emphasis on basic techniques of voice production, including correct breathing, posture, vowel production and vocal problems. Various repertoire will be studied. Open to beginners. One class hour per week.

MU 142-Class Voice II (1)
Prerequisite: MU 141

A continuation of Class Voice I, including more advanced techniques of vocal production and technique. Repertoire from classical, folk and Broadway styles included.

MU 145-Publishing, Licensing, and Copyrighting (3)
Prerequisite or Corequisite: EN 75 or EN 52 or ESL 99 or ESL 72

Examines music publishing, licensing, and copyright procedures used by the professional musician, music administrator, and music producer.

MU 151-Class Piano I (1)
Offers beginning piano study in a classroom-lab setting. An electronic piano is available for class use. Introduces basic keyboard and musicianship skills, including selected elementary pieces. Enrollment is limited to ten people.

MU 152-Class Piano II (1)
Prerequisite: MU 151

A continuation of the material presented in Class Piano I. Explores elements of theory, technique and improvisation. Topics include major and minor scale building, harmonizing scale degrees, accompaniment patterns, cadences and more. Includes solo and ensemble pieces and standard scale fingerings.

MU 171-Class Strings I (1)
Offered first semester for beginning students. One hour weekly.

MU 172-First Year Piano (1)
MU 173-First Year Piano (1)
MU 174-First Year Voice (1)
MU 175-First Year Voice (1)
MU 178-First Year Brass (1)
MU 179-First Year Brass (1)
MU 180-First Year Woodwinds (1)
MU 181-First Year Woodwinds (1)
MU 182-First Year Strings (1)
MU 183-First Year Strings (1)
MU 184-First Year Guitar (1)
MU 185-First Year Guitar (1)
MU 186-First Year Percussion (1)
MU 187-First Year Percussion (1)

MU 206-Aural and Keyboarding Skills III (1)
Prerequisite: MU 107; Corequisite: MU 211

A continuation of Aural and Keyboard Skills II, coordinated with material presented in Music Theory III, including secondary dominants, Neapolitan sixth chords, augmented sixth chords, ensemble work, conducting and more complex chord progressions.

MU 207-Aural and Keyboard Skills IV (1)
Prerequisite: MU 206; Corequisite: MU 212

A continuation of Aural and Keyboard Skills III, coordinated with material presented in Music Theory IV, including synthetic scales, quartal and quintal harmonies, tone rows, chromaticism, changing meters and polychords.

MU 211-Music Theory III (3)
Prerequisite: MU 112; Corequisite: MU 206

A continuation of Music Theory II, with further work on modulations, dominant relationships, cadential identifications, extended part-writing procedures, four-part chorale analysis and writing, leading tone triads and diatonic seventh chords. Includes binary and ternary forms, characteristics of instrumental writing, the Neapolitan sixth chord and augmented sixth chords, harmonizations with all types of chords and figured bass symbols.

MU 212-Music Theory IV (3)
Prerequisite: MU 211; Corequisite: MU 207

A continuation of Music Theory III. Includes chords of the ninth, eleventh and thirteenth, evaded cadences, complex harmonic progressions, whole-tone scale and pentatonic scale, impressionistic techniques, twelve-tone writing, atonality, new sound sources, twentieth-century uses of melody, rhythm, harmony and form, extended uses of chromaticism, new notational methods, score reading and listening.

MU 217-Choral Ensemble II (1)
Continuation of MU 117-118. Three rehearsal hours weekly.

MU 218-Choral Ensemble II (1)
Continuation of MU 117-118. Three rehearsal hours weekly.

MU 219-Jazz Ensemble II (1)
Prerequisite: MU 119 or MU 120

Continuation of MU 119-120. Three rehearsal hours weekly.

MU 220-Jazz Ensemble II (1)
Prerequisite: MU 119 or MU 120

Continuation of MU 119-120. Three rehearsal hours weekly.

MU 221-Orchestral Ensemble II (1)
Prerequisite: MU 121 or MU 122

A continuation of MU 121-122. Three rehearsal hours weekly.

MU 222-Ocrhestral Ensemble II (1)
Prerequisite: MU 121 or MU 122

A continuation of MU 121-122. Three rehearsal hours weekly.

MU 223-Wind Ensemble II (1)
Prerequisite: MU 123 or MU 124

A continuation of Wind Ensemble I. Three rehearsal hours weekly. Applied instruction in chosen instrument recommended concurrently.

MU 224-Wind Ensemble II (1)
Prerequisite: MU 123 or MU 124

A continuation of Wind Ensemble I. Three rehearsal hours weekly. Applied instruction in chosen instrument recommended concurrently.

MU 230-Studio Recording Techniques (3)
Prerequisite: MU 135

Focuses on contemporary recording techniques associated with popular music production. Topics include multi-track recording, overdubbing, MIDI, and project management.

MU 235-Advanced Audio Production (3)
Prerequisite: MU 130; Prerequisite or Corequisite: EN 52 or ESL 99 or ESL 72

Provides in-depth study and practical application of the tools and techniques used in professional audio recording in a variety of musical styles at a professional level. Includes advanced practical training in signal processing, mixing, and mastering. Additional topics include audio for video and product delivery.

MU 240-MIDI Music Production Techniques (3)
Prerequisite or Corequisite: MU 103

Explores electronic music production. Students will produce electronic music using a variety of software and techniques. Topics will include notation, MIDI and controller programming, sampling, sequencing, virtual instruments, synthesizers, and production techniques.

MU 251-Class Piano III (1)
Prerequisite: MU 152

A continuation of the material presented in Class Piano II. Students will work on greater hand independence and facility, arpeggios, chord progressions, new types of scales and secondary dominants. Includes a study of easy classics.

MU 252-Class Piano IV (1)
Prerequisite: MU 251

A continuation of Class Piano III, emphasizing development of a greater repertoire and enhancement of performance skills. Students become more fluent in hand control, rhythmic ability and accompaniment patterns. Includes a study of standard national and holiday pieces, as well as additional drills in functional piano playing.

MU 272-Second Year Piano (1)
MU 273-Second Year Piano (1)
MU 274-Second Year Voice (1)
MU 275-Second Year Voice (1)
MU 278-Second Year Brass (1)
MU 279-Second Year Brass (1)
MU 280-Second Year Woodwinds (1)
MU 281-Second Year Woodwinds (1)
MU 282-Second Year Strings (1)
MU 283-Second Year Strings (1)
MU 284-Second Year Guitar (1)
MU 285-Second Year Guitar (1)
MU 286-Second Year Percussion (1)
MU 287-Second Year Percussion (1)

NM: Nuclear Medicine

NM 100-Physics and Radiation Safety in Nuclear Medicine Technology (5)
Prerequisite: acceptance into the clinical program

Introduces the atom and its structure within the context of Nuclear Medicine focusing on nuclear structure, stabilities, radioactive series, radioactive decay, and conversion laws and decay schemes. Radioactivity will be studied in terms of the exponential decay law, calculation of the mass of a radioactive sample, specific activity, half-life, and statistics of radioactive decay. The production of radionuclides will be presented with emphasis on methods of production and principles of a generator. Include regulations, principles and practices of radiation protection, and information particular to each radiologic specialty and/or modality.

NM 102-Nuclear Medicine Technology (3)
Prerequisites: acceptance into the clinical program

Orientation to clinical nuclear medicine, includes medical terminology, professional ethics and conduct, patient care, radiation safety, and effect of radiation on living organisms.

NM 103-Nuclear Medicine Techniques I (4)
Prerequisites: acceptance into the clinical program

Introduces all aspects of nuclear imaging related to skeletal, cardiac, respiratory, gastrointestinal, genitourinary, endocrine system, nervous system, and hematopoietic system as well as therapy procedures, oncology imaging, and infection imaging procedures. The procedures, protocols, instrumentation, and radiopharmaceuticals used in nuclear medicine imaging of these systems will be studied in detail. Some of the pathologic conditions imaged in Nuclear Medicine will also be presented.

NM 104-Clinical Nuclear Medicine Technology I (1)
Prerequisite: acceptance into clinical program

Directed practice in a clinical affiliate hospital. Emphasizes routine diagnostic and therapeutic procedures. Daily image critiques by a licensed/certified technologist. On-site lectures by board certified nuclear medicine physicians supplement clinical experience.

NM 105-Nuclear Medicine Techniques II (3)
Prerequisites: NM 101, NM 102, NM 103, and NM 104

Introduces all aspects of advanced imaging techniques utilized in nuclear medicine and molecular imaging. Acquisition procedures, radiopharmaceuticals, standard uptake values, and other quantitative data related to imaging will be covered. Information on pathologic conditions related to all advanced imaging areas will be encompassed.

NM 107-Instrumentation and Computers in Nuclear Medicine Technology (4)
Prerequisites: NM 100, NM 102, NM 103, and NM 104

Introduces both non-imaging and imaging instrumentation in nuclear medicine and the use of digital electronics and computer technology in medical imaging. Includes monitoring equipment, dose calibrators, well counters, uptake probes, liquid scintillation systems, and the gamma probe. Incorporates information on the components, use, and quality control of the various types of systems used for gamma and positron imaging. Includes digital image acquisition, reconstruction, postprocessing, advanced visualization, decision support, computer networking and PACS, information systems, and industry standards.

NM 202-Clinical Nuclear Medicine Technology II (2)
Prerequisites: NM 100, NM 102, NM 103, and NM 104

Provides directed practice in a clinical affiliate hospital/imaging center. Students will develop their individual clinical techniques. Daily imaging critiques by licensed/certified technologists and on-site lectures by board certified nuclear medicine physicians supplement clinical experiences.

NM 203-Radiopharmacy and Radiation Chemistry (2)
Prerequisites: NM 100, NM 102, NM 103, and NM 104

Presents basic skills necessary for the operation of a radiopharmacy. Includes production of radionuclides, FDA approval, quality control, adverse reactions, and transportation of radiopharmaceuticals.

NM 204-Clinical Nuclear Medicine Technology III (4)
Prerequisites: NM 105, NM 107, NM 202, and NM 203

Provides directed practice in a clinical affiliate hospital/imaging center. Students continue to develop their individual clinical techniques and create a clinical procedures manual. Daily imaging critiques by licensed/certified technologists and on-site lectures by board certified nuclear medicine physicians supplement clinical experiences.

NM 205-Professional Development in Nuclear Medicine (2)
Prerequisites: NM 105, NM 107, NM 202, and NM 203

Prepares students for their board certification exam. Teaches students how to develop a resume, prepare for an interview, and develop the professional knowledge, skills, and attitudes to prepare for professional employment and lifelong learning.

NM 220-CT Principles & Instrumentation (3)
Prerequisites: NM 204 and NM 205 OR grade of NMT program

Provides in-depth study of the physical principles and instrumentation in computed tomography. Covers the production of x-rays and their interactions with matter. Provides information on data acquisition and image reconstruction, processing, and quality. Addresses CT scanner components and operation, scanning factors, and their applications.

NM 222-Cross-sectional Anatomy (3)
Prerequisites: NM 204 and NM 205 OR graduate of NMT program

Provides in-depth coverage of cross-sectional anatomy to include the head, neck, chest, abdomen, pelvis, spine, and extremities. Students will become accustomed to viewing anatomy of regions of the body in the different anatomical planes typically produced in cross-sectional imaging. In addition, pathology will be covered as it relates to its presentation on axial images. Special emphasis will be placed upon correlating and recognizing anatomical structures as they appear on medical images produced with CT, MRI, nuclear medicine, and ultrasound.

NM 224-CT Protocols & Applications (3)
Prerequisites: NM 204 and NM 205 OR graduate of NMT program

Covers the various imaging protocols utilized to produce anatomy and pathology on CT images specific to the central nervous system, neck musculoskeletal system, abdomen and pelvis, musculoskeletal system, thorax, and interventional and special procedures. The student will also become familiar with contrast administration guidelines and timing issues related to dynamic imaging. Spiral CT, 3D reconstruction procedures, and vascular imaging are discussed and compared with routine imaging of the same anatomical regions.

NM 226-Computed Tomography Clinical Practicum (3)
Prerequisites: NM 204 and NM 205 OR graduate of NMT program

Covers imaging of anatomic structures and pathology and recording the information needed to provide optimal examinations. Provides intensive, hands-on practice under the supervision of the clinical staff. Evaluation is based on clinical competency in all aspects of CT imaging procedures and patient care.

NU: Nursing

NU 50-Preparation for Nursing (0) [1]
Prerequisite: Acceptance into clinical nursing program

Serves as a basis for developing proficiency and accuracy in dosage calculation. Includes computations for oral, parenteral, and intravenous routes of administration for adults and children using the apothecaries, metric, and household systems of measurement.

NU 51-Transition to Registered Nursing (0) [2]
Prerequisite: Permission of director of nursing education; passing score on the Math for Medication Safety test

Introduces concepts of professional nursing. Emphasis is on the acquisition and application of basic knowledge, skills, and professional behaviors needed for the delivery of comprehensive care to the adult client.

NU 52-Reproductive Health Nursing (Transition to RN) (0) [1]
Prerequisite: NU 51

Introduces the study of the reproductive phase of family life and the specific health needs of women from adolescence to menopause. Pregnancy, labor and delivery, as well as commonly occurring alterations in women's health are presented, along with the study of the newborn. Emphasis is on assimilation of knowledge, skills, and professional behaviors needed for the delivery of family-centered, comprehensive care.

NU 54-Transition to Register Nursing (0) [3]
Prerequisite: NU 51

Introduces the study of the adult client with acute and chronic alterations in wellness. Emphasis is on assimilation of knowledge, skills and professional behaviors needed for the delivery of comprehensive care.

NU 100-Success Tools for Nursing (2)
Prerequisite: Admission into the nursing (PN or RN) clinical component

Corequisite: NU 101

Assists the beginning nursing student in developing successful study and test-taking skills. Assignments and classroom activities are designed to encourage the development of critical thinking skills required in nursing classroom and clinical settings.

NU 101-Introduction to Clinical Nursing (6)
• Cultural Competence
Prerequisites: BI 103, BI 104, BI 120; passing score on the Math for Medication Safety test

Introduces concepts of professional nursing. Emphasis is on the acquisition and application of basic knowledge, skills, and professional behaviors needed for the delivery of comprehensive care to the adult client.

NU 105-Pharmacology for Nurses (2)
Prerequisite: Passing score on the Math for Medication Safety test

Provides instruction in basic pharmacology necessary for providing safe and effective medication administration. Content includes essential drug knowledge needed to adequately assess, administer, and evaluate drug effects in clients. Emphasis is on the acquisition and application of basic knowledge needed for the delivery of comprehensive care to clients in all healthcare settings.

NU 210-Reproductive Health Nursing (3)
Prerequisite: NU 101; passing score on the Math for Medication Safety test

Introduces the study of the reproductive phase of family life and the specific health needs of women from adolescence to menopause. Pregnancy, labor and delivery, as well as commonly occurring alterations in women's health are presented, along with the study of the newborn. Emphasis is on assimilation of knowledge, skills, and professional behaviors needed for the delivery of family-centered, comprehensive care.

NU 211-Medical-Surgical Nursing I (7)
Prerequisite: NU 101; passing score on the Math for Medication Safety test

Introduces the study of the adult client with acute and chronic alterations in wellness. Emphasis is on assimilation and knowledge, skills, and professional behaviors needed for the delivery of comprehensive care.

NU 212-Medical-Surgical Nursing II (4)
Prerequisites: NU 210, NU 211; passing score on the Math for Medication Safety test

Continues study of the adult client with increasingly complex acute and chronic alterations in health. Emphasis is on assimilation of knowledge, skills, and professional behaviors needed for the delivery of comprehensive care.

NU 213-Medical-Surgical Nursing III (4)
Prerequisites: NU 212, NU 214; passing score on the Math for Medication Safety test

Continues study of the adult client with acute, complex, and critical alterations in health. Emphasis is on the adaptation of knowledge, skills, and attitudes needed for the delivery of comprehensive care.

NU 214-Psychiatric/Mental Health Nursing (3)
Prerequisites: NU 210, NU 211; passing score on the Math for Medication Safety test

Examines the impact of mental illness on the individual, family, and community. Explores treatment options and issues; and reviews the evidence-based principles and practice of psychiatric-mental health nursing. Emphasis is placed on the adaptation of knowledge, skills, and attitudes related to caring for clients with alterations in mental health.

NU 215-Nursing Care of Children (3)
Prerequisites: NU 212, NU 214; passing score on the Math for Medication Safety test

Introduces the study of the pediatric client experiencing acute alterations in health. Client care in acute and community care settings will be explored with a focus on wellness, health promotion, and safety. Emphasis is on assimilation of knowledge, skills, and professional behaviors needed for the delivery of family-centered, safe, and comprehensive care.

NU 216-Preparation for Practice (2)
Prerequisites: NU 212, NU 214; passing score on the Math for Medication Safety test

Facilitates the student's adaptation into professional nursing practice. Explores current trends in nursing and concepts related to the nurse as a professional, a member of the health care team, and manager of client care.

NU 218-Maternal, Child, and Family Nursing (5)
Prerequisites: NU 211; passing score on the Math for Medication Safety test

Introduces maternal, child, and family nursing. Focuses on the reproductive phase of family life, the specific health needs of women from adolescence to menopause, the healthy newborn, and pediatric clients with acute alterations in health. Emphasis is on assimilation of knowledge, skills, and professional behaviors needed for delivery of family-centered, comprehensive care.

PC: Physical Science

PC 103-Elements of Physical Science (3)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Covers selected aspects of earth science, physics, chemistry and the quantitative relationships involved in the behavior of matter. Uses simple experiments to introduce scientific topics as needed. Restricted to non-science majors. Students cannot receive credit for both PC 103 and PC 114.

PC 104-The Water Planet: Introduction to Oceanography (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Presents a study of the ocean as a dynamic and changing entity. Emphasizes connections among disciplines in and outside the areas of science. Provides a basic understanding of scientific questions, complexities and uncertainties involved with the study and use of oceans.

PC 105-Introduction to the Science of Weather (3)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Surveys the basic physics of the atmosphere and the diagnostic tools of the meteorologist. Includes some discussion of applied meteorology, forecasting, pollution, aviation and agriculture. Students cannot get credit for both PC 105 and PC 106.

PC 106-Introduction to Meteorology (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Surveys the basic physics and chemistry of the atmosphere and applies the diagnostic tools of the meteorologist. Includes some discussion of applied meteorology, forecasting, pollution, and climatology. This course includes a lab. Students cannot get credit for both PC 106 and PC 105.

PC 107-Introductory Astronomy (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Presents a survey of astronomy that includes a study of the physical nature of the universe, the solar system, stars, nebulae and galaxies. The laboratory includes sky observations for collection and analysis of data, photographic analysis and laboratory experiments.

PC 108-Historical Geology (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Traces the history of the earth through time. Presents scientific theories on the origin of the earth and the evolution of life. Provides an overview of geologic time, radiometric dating, fossils, dinosaurs, and significant events in earth's history. Provides students with the tools to interpret the rock and fossil record with a focus on the geologic history of North America.

PC 109-Physical Geology (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Introduces the physical and chemical processes that occur along the surface of the earth and within the earth's interior. Topics include plate tectonics, earthquakes, volcanoes, the rock cycle, and the origin and continual modification of surface features. Laboratory investigations include rock and mineral identification, data analysis, and map interpretation.

PC 114-Contemporary Physical Science (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Presents basic principles of physics and chemistry as they relate to our modern technological society. An activities-oriented approach is used that focuses on model building. These models are developed as a method of building both conceptual and quantitative understandings of the physical world. Students cannot receive credit for both PC 114 and PC 103.

PC 115-Introduction to Geoscience (4)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Presents an overview of the solid and fluid parts of the earth system and investigates their interactions with human culture and society. An inquiry-based, activities-oriented approach is used in the course.

PC 121-Energy and Society (3)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73); Prerequisite or Corequisite: MA 82 or MA 85 or appropriate score on mathematics placement test

Explores the nature and properties of energy. Emphasizes a scientific understanding of energy and is role in the global society. Examines current and alternative energy sources used to meet the needs of a growing and developing society. Some Friday or Saturday field trips.

PE: Physical Education

PE 108-Body Mechanics (1)
Examines the application of physical laws to the human body at rest or in motion, including concepts of effective, efficient and aesthetic postures, both static and dynamic. Emphasizes joint motions, care of the back and components of fitness including body compositions, flexibility, strength, muscular endurance and cardiovascular endurance.

PE 131-Aerobics (1)
Offers muscular and cardiovascular endurance exercises performed to music.

PE 153-Introduction to Health and Exercise Sciences (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Theory course for physical education majors. Includes an orientation to the profession, including the relationship of physical education to education, current trends and practices, career opportunities and areas of research.

PE 154-Fitness for Living (3)
• Gen Ed Wellness
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Covers the components of physical fitness, stress, care of the back, nutrition and weight control. Evaluations in all areas included through laboratory experiences.

PE 160-Elementary Fencing (1)
Introduces the history, safety, rules and etiquette of fencing. Teaches basic skills required to participate in a fencing match, as well as skills in directing and scoring a match.

PE 161-Psychology of Sport (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

An exploration of the personality factors, including, but not limited to, motivation, aggression and emotion as they affect sports participation and motor skill performance.

PE 165-Volleyball (1)
Includes orientation, instruction and participation in specific skills, rules and etiquette of the sport.

PE 166-Weight Training (1)
Provides orientation, instruction and participation in specific weight training skills, rules, safety and etiquette of the sport.

PE 179-Tennis I (1)
Introduces the basic skills of tennis, including the basic grips, forehand and backhand groundstrokes, volleys and serves; covers the rules and etiquette of the sport.

PE 181-Golf I (1)
Introduces the basic skills of golf, including the grip, stance, addressing the ball, aiming, putting, chipping, pitching and the basic full swing; covers the rules and etiquette of the sport.

PE 182-Golf II (1)
Prerequisite: PE 181

Provides instruction in maintaining a consistent golf swing. Teaches advanced golf shots, correction of golf swing flaws, and techniques of reading greens. Extra fees required.

PE 183-Beginning Snow Boarding/Skiing (1)
Introduces the regulations, safety and etiquette of snowboarding/skiing. The beginner student will learn skills required to safely traverse the beginner slopes. Fees based on actual rental costs and to be paid at site.

PE 184-Intermediate Snow Boarding/Skiing (1)
Introduces the regulations, safety and etiquette of snowboarding/skiing. The intermediate student will learn the enhanced techniques to improve their current skill levels. Fees based on actual rental costs and to be paid at site.

PE 185-Advanced Snow Boarding/Skiing (1)
Introduces the regulations, safety and etiquette of snowboarding/skiing. The advanced student will learn the enhanced techniques to improve their current skill levels. Fees based on actual rental costs and to be paid at site.

PE 187-Social Dance (1)
Provides instruction in the basic partner dance forms including such dances as the waltz, swing, two-step, cha-cha, polka and fox-trot. Other contemporary dances may be included.

PE 188-Yoga (3)
Provides a holistic approach to understanding some of the fundamental principles and philosophies of yoga while also providing a weekly experiential Hatha (physical) practice.

PE 189-Outdoor Skills (1)

PE 189A-Outdoor Skills: Backpacking (1)
Instructs students in the basics of outdoor skills required to survive in relative comfort in an outdoor wilderness setting. Also instructs students in the selection and usage of proper equipment, clothing, and meals in the outdoor wilderness setting. A field trip (up to three days) is required.

PE 190-Pilates (1)
Introduces the history of Pilates and describes the physiological basis of exercises that promote core body strength. Includes demonstration and active student participation of Pilates movements.

PE 191-Body Sculpting (1)
Offers muscular strength and endurance exercises through the use of free weights, balls, and resistance tubes.

PE 193-Social Dance II (1)
Prerequisite: PE 187 or permission of instructor

Social Dance II builds on the dance rhythms learned in Social Dance. The patterns to be learned will incorporate the body mechanics and technique that enable creation of body swing in the Waltz, and smoothness and polish in all the dances: Fox Trot, Swing, Cha-Cha, Rumba and Tango.

PE 195-Tai Chi (1)
Tai Chi is an unique and traditional Chinese exercise. The benefits of practice include strengthening health, preventing illness, and slowing the effects of aging. The class is designed to provide students with a basic knowledge and history of Tai Chi, and to provide an opportunity to learn and master Tai Chi skills.

PE 196-Kickboxing (1)
Provides basic fundamentals of Lethwei (Burmese Kickboxing). Basic principles, history, and styles and linguistics of the fighter will be covered. This course emphasizes safety for the student and the instructor. There will be no competitive fights or hard physical contact between students during this course. Mental and physical control as well as proper training etiquette will always be maintained.

PE 198-Fitness (1)
Engages students in full body exercises to improve fitness. Course will strive to dramatically change participant's level of activity, muscle tone and strength. Students will be able to integrate research to understand the effectiveness of exercise, and plan and implement exercise programs.

PE 198A-Fitness: Boot Camp (1)
Engages students in full body exercises, especially utilizing body weight. The course strives to dramatically increase the participant's level of muscular activity to affect positive changes in fitness levels. It also integrates fitness research with practical application for understanding the effectiveness of exercise.

PE 198C-Fitness: Zumba (1)
Zumba Fitness is a Latin-inspired, high-energy, cardio-dance workout that uses music and various easy-to-follow choreographed steps. Along with music styles such as Latin, Hip-Hop, Jazz, Pop, and other genres, Zumba incorporates interval training, alternating fast and slow rhythms, and resistance training.

PE 198D-Fitness: Soccer (1)
Introduces students to the foundations of soccer including history, principles, rules, skills and game tactics. Students will participate in skill development and game play.

PE 236-Coaching Principles (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Provides student with the knowledge to become an effective coach. Foundational areas of coaching are presented, including coaching philosophy, sport psychology, sport pedagogy, sport physiology and sport management. Coaching certification is possible through the American Sports Education Program.

PE 237-Exercise Psychology (1)
Introduces the psychological factors that affect exercise participation and performance.

PE 241-Methods of Fitness and Conditioning (1)
Designed for those who will be assisting others with exercise. Integrates fitness research and application, and emphasizes teaching methodologies employed in training programs that focus on group exercise. Students will apply teaching methodologies through individual and group training.

PE 247-Methods of Strength Training (1)
Designed for those who will be assisting others in a training program emphasizing muscular fitness. Emphasizes teaching methodologies employed in training programs that focus on muscular fitness. Students will apply teaching methodologies as they practice training with individuals or small groups.

PE 249-Fitness Assessment and Business Practices (3)
Prerequisite: BI 103 or BI 107 or permission of instructor

Investigates the various modes and protocols used in fitness assessment and the relationship of assessment to the Personal Training business.

PE 250-Care and Prevention of Athletic Injuries (3)
Prerequisite or Corequisite: EN 75 or EN 52 or ESL 99 or ESL 72

Introduces the basic principles for care and prevention of athletic injuries. Emphasis will be placed on scientific applications for recognition, diagnosis, classification, treatment and rehabilitation of body.

PE 252-Essentials of Personal Training (4)
Prerequisites: PE 241 and PE 247 or permission of instructor; Prerequisite or Corequisite: PE 249 or permission of instructor

Capstone course in the Personal Training Program that leads to the NASM Personal Trainer certification. Course combines 3-credit lecture and 2-credit lab.

PH: Philosophy

PH 101-Introduction to Philosophy (3)
• Gen Ed Humanities
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Surveys the major intellectual problems faced by great philosophers of all ages.

PH 204-World Religions (3)
• Gen Ed Humanities; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Introduces the historical background, beliefs, scriptures and practices of the world's major religious traditions including Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Shintoism, Judaism, Zoroastrianism, Christianity and Islam.

PH 205-Ethics (3)
• Gen Ed Humanities
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces the problems and possibilities of moral philosophy and ethical decision making.

PH 206-Logic (3)
• Gen Ed Humanities
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

Introduces basic problems in the use of logic and language. Improves the use of language and sound principles of reasoning.

PH 207-Biomedical Ethics (3)
• Gen Ed Humanities
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Explores some of the most troubling problems that health care professionals, physicians and lawyers as well as individual patients and their families are called upon to solve. Examines principles in biomedical ethics, as well as general ethical theories in major problem areas, including euthanasia and prolongation of life, genetic intervention, behavior control, experimenting with human subjects, etc.

PH 208-Business Ethics (3)
• Gen Ed Humanities
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces business ethics. Clarifies moral obligations and ethical dilemmas for managers who make business decisions.

PH 209-Environmental Ethics (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Identifies the most troubling ethical dilemmas in the field of environmental protection and explores the applicability of traditional ethical theories in areas such as the depletion of non-renewable resources, population growth, responsibilities to the non-human world, responsibilities to future generations and environmental cost/benefit analysis.

PH 210-Ethics and Film (3)
• Gen Ed Humanities; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces philosophical reasoning through classic literature and film about morality (what one should do or be), ethics (why), the meanings of moral terms (called meta-ethics) in a variety of applied ethical issues (good character, global health, justice, neocolonialism, genocide, environmentalism, war, consumerism) and disciplines (bioethics, business ethics).

PI: Political Science

PI 104-American Government: National (3)
• Gen Ed Political Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Covers basic principles of the national government: structure, powers and operations of Congress; the presidency and the Supreme Court; citizenship, elections, political parties and pressure groups.

PI 206-Civil Liberties (3)
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

Provides historical background, social and political issues and leading cases establishing the present rules regarding civil liberties today.

PN: Practical Nursing

PN 112-Nursing Throughout Developmental Stages (8)
Prerequisites: NU 210, NU 211; Corequisite: PN 113

Prepares practical nursing students to provide care for adult and pediatric clients systems with commonly recurring physiological, psychological and developmental health problems. The Neuman Systems Model is used as the framework for the course. Supervised clinical experiences on medical-surgical and pediatric units in the hospital as well as observation in community-based centers are provided.

PN 113-Issues in Practical Nursing (1)
Prerequisites: NU 210, NU 211; Corequisite: PN 112

Focuses on the effective transition from student to licensed practical nurse. Emphasis is on the responsibilities associated with licensure, ethical and legal issues, employment strategies, continuing professional growth and leadership and management principles. Relevant trends in the development of the discipline of practical nursing are also emphasized.

PS: Psychology

PS 101-General Psychology (3)
• Gen Ed Psychology
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Emphasizes the major factors that influence human behavior, including behavioral neuroscience, perceptual processes, consciousness, intelligence, personality and psychological disorders.

PS 104-Issues of Drug/Alcohol Use (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Presents a comprehensive study of the use of legal and illegal drugs; an analysis of the addictive and recovery process for individuals and families; a study of treatment modalities and 12-step groups; a study of the physiological and legal consequences of substance use and abuse.

PS 202-Social Psychology (3)
• Gen Ed Psychology
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Explores the effects of the social environment upon the human organism through the study of interpersonal relationships, and the social influences on cognitive processes such as social perception, attribution, persuasion, prejudice and discrimination, aggression, prosocial behavior and group interaction.

PS 204-Psychology of Adolescence (3)
Prerequisite: PS 101

Explores physiological, psychological and social dilemmas of the adolescent. Considers relevant contemporary research and behavioral determinants.

PS 205-Psychology of Aging (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces the normal physiological, psychological and sociological changes that occur during the life span. Emphasis on consequent behavior patterns and changing needs of the elderly. Includes study of adaptive processes, intervention techniques, strategies and availability of services.

PS 206-Abnormal Psychology (3)
Prerequisite: PS 101

Explores the nature, etiology, diagnosis, prognosis, treatment and possible prevention of the major classifications of psychological disorders including anxiety, mood, eating, substance-related, schizophrenic, dissociative, personality and childhood disorders.

PS 207-Death and Dying (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces the origins and development of death attitudes and behavior. Topics include euthanasia; suicide; grief and mourning processes; the funeral system; legal rights; and coping strategies. Emphasis on death as a normal developmental event.

PY: Physics

PY 101-Survey of Physics (3)
• Gen Ed Science
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) AND (MA 82 or MA 85 or appropriate score on mathematics placement test)

Gives students a general background in physics and prepares those who must take a two-semester physics course who have not had high school physics.

PY 201-Fundamentals of Physics (4)
• Gen Ed Science
Prerequisites: Completion of high school physics or PY 101 strongly recommended, and [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73), and MA 111 or (MA 130 and MA 131)

Presents an introductory study of physics, with the fundamental principles of mechanics, dynamics and mechanical waves. Emphasizes problemsolving and modeling of physical systems.

PY 202-Fundamentals of Physics (4)
• Gen Ed Science
Prerequisite: PY 201

Continues the study of basic principles of physics. Topics include thermodynamics, electricity and magnetism, optics and modern physics.

PY 203-Introductory Physics I (4)
• Gen Ed Science
Prerequisites: Completion of high school physics or PY 101 strongly recommended, and [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73), and MA 210

Presents an introductory study of physics covering the fundamental principles of mechanics, dynamics and mechanical waves. Emphasizes problem solving and modeling of physical systems. Physical laws and theories are developed by the application of calculus. Prepares students for advanced work in the physical sciences. An analytical course primarily for majors in science or mathematics.

PY 204-Introductory Physics II (4)
• Gen Ed Science
Prerequisites: PY 203, MA 211

Continues the study of fundamental principles of physics. Topics include thermodynamics, electricity and magnetism, optics and modern physics. The theoretical approach and use of calculus are continued.

PY 205-Modern Physics (4)
Prerequisite: PY 204

Continues from the calculus-based sequence PY 203-204, with emphasis on modern physics. Includes topics in relativity, electromagnetic theory, physical optics, quantum theory and atomic and nuclear physics.

RC: Respiratory Care

RC 100-Introduction to Respiratory Care (2)
Prerequisite: BI 103

Introduces respiratory care as a profession, including the healthcare environment and the respiratory care practitioner's role on the healthcare team. Specific topics include the holistic concept of patient care, psychosocial issues with particular attention to death and dying, medicolegal and ethical considerations of respiratory care, and professional interpersonal relationships. Topics also include medical terminology, infection control techniques, and physical assessment methods.

RC 102-Fundamentals of Respiratory Care (4)
Prerequisite: BI 103

Introduces basic respiratory care modalities, including medical gas therapy, aerosol and humidity therapy, hyperinflation therapy, and bronchial hygiene therapy. Laboratory portion of the course provides practical experience performing procedures presented in the didactic portion of the course in a controlled laboratory setting.

RC 103-Pharmacology (3)
Prerequisites: BI 104, RC 100, RC 102, RC 104

Introduces the various classifications of drugs, including drug action and effects, site of activity, recommended dosages and toxicity. Emphasis on anesthetics, bronchodilators, mucokinetics, cardiovascular agents and drugs affecting the nervous system as they apply to respiratory therapy.

RC 104-Gas Exchange Physiology (2)
Prerequisite: BI 103

Focuses on the structure and function of the lung as related to gas exchange, diffusion, perfusion and ventilation-perfusion relationships. Emphasizes oxygen and carbon dioxide transport abnormalities in the gas exchange mechanisms. This will lead to and be integrated with clinical applications and interpretations of arterial blood-gas analysis.

RC 105-Cardiopulmonary and Renal Anatomy and Physiology (3)
Prerequisites: BI 104, RC 100, RC 102, RC 104

Emphasizes the structure and function of the pulmonary, cardiovascular and renal systems as they relate to respiratory therapy.

RC 107-Principles of Mechanical Ventilation (4)
Prerequisites: BI 104, RC 100, RC 102, RC 104

Explores general principles of gas physics, principles of airway management, intubation and the theory and operation of mechanical ventilators. Includes special problems associated with both short-term and long-term care of patients requiring artificial ventilation. Integrates arterial blood gas studies with course topics. The laboratory portion of the course takes the principles and procedures presented in lecture and apply them via procedure competency testing and simulated clinical situations.

RC 109-Clinical Practicum I (2)
Prerequisites: BI 104, RC 100, RC 102, RC 104

Introduces the hospital environment and patient care, including patients charts and record-keeping. Includes practical experience in using basic respiratory therapy equipment and applying it to patient care. Students perform basic respiratory therapy modalities such as oxygen therapy, aerosol therapy, IPPB, incentive spirometry and chest physiotherapy and postural drainage.

RC 110-Clinical Practicum II (2)
Prerequisite: RC 103, RC 105, RC 107, RC 109

Teaches proficiency in administering basic respiratory care procedures and handling every aspect of general care. Introduces the intensive care environment and the theory and practical use of mechanical ventilators. Includes practical experience in obtaining arterial blood gases.

RC 202-Neonatal and Pediatric Respiratory Care (3)
Prerequisites: RC 103, RC 105, RC 107, RC 110

Provides an in-depth perspective of pediatric and neonatal respiratory care. Includes high-risk deliveries, abnormalities and diseases, and the interventions used. Discusses mechanical ventilation for the neonatal and pediatric patient. Students must satisfactorily complete competency tests on the operation of neonatal and pediatric ventilators.

RC 203-Pulmonary Rehabilitation and Home Care (2)
Prerequisites: RC 202, RC 204, RC 206, RC 208

Reviews all of the assessment skills, equipment, and interventions presented throughout the program, and applies them to the care of patients in alternative settings. Focus is on teaching patients to live with their diseases. A capstone course for the respiratory care program.

RC 204-Cardiac Monitoring and Diagnostics (4)
Prerequisites: RC 103, RC 105, RC 107, RC 110

Presents the theory, equipment, and techniques involved in cardiac monitoring. Recognition of normal values and normal waveforms will be emphasized as a reference for identifying abnormal and life threatening changes. Students must satisfactorily complete competency tests, including EKG monitoring and assembly of fluid filled monitoring systems.

RC 205-Professional Seminar (2)
Prerequisites: RC 202, RC 204, RC 206, RC 208

Prepares students for entry into clinical practice. Emphasizes preparation for the entry level and registry examinations given by the National Board for Respiratory Care. Provides familiarization with the prospective test matrices and uses both text and computer review materials. Reviews and discusses assigned current readings from various journals related to respiratory therapy.

RC 206-Pulmonary Diagnostics (2)
Prerequisites: RC 103, RC 105, RC 107, RC 110

Includes a detailed analysis of all major parameters of ventilatory measurement as well as diagnostic significance of deviations from predicted normal values.

RC 207-Cardiopulmonary and Renal Pathophysiology Review (3)
Prerequisites: RC 202, RC 204, RC 206, RC 208

Examines the effects of various diseases upon the cardiopulmonary and renal systems. Discusses both acute and long-term aspects of ventilatory-circulatory impairment. Emphasis on diseases that cause insult to the respiratory system.

RC 208-Clinical Practicum III (2)
Prerequisites: RC 103, RC 105, RC 107, RC 110

Develops advanced skills in the critical care environment regarding management of the patient dependent upon mechanical ventilation. Practical experiences gained in hemodynamic monitoring. Students will rotate through operating rooms to observe thoracic and cardiovascular surgeries and intubations.

RC 209-Clinical Practicum IV (2)
Prerequisites: RC 202, RC 204, RC 206, RC 208

Provides clinical experience in the pediatric/neonatal environment as well as advanced adult critical care. Students rotate through neonatal and pediatric intensive care units and gain practical experience with mechanical ventilator management and various therapeutic techniques for this patient population. Students also rotate through various adult critical care areas.

SO: Sociology

SO 101-Introduction to Sociology (3)
• Gen Ed Sociology
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces the student to the study of society and the impact of society upon the individual. Exemplifies social processes in cultural patterns and institutions. Examines group values at various levels of human relationship.

SO 102-Social Problems (3)
• Gen Ed Sociology; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Offers the study of community problems and sociological processes involved in the analysis of universal and local sociological phenomena.

SO 201-Criminology (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Explores criminal behavior and the methods of its study, causation, types of criminal acts and offenders, punishment, correction and incarceration and prevention of crime.

SO 202-Families and Society (3)
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Presents a comparative analysis of family organization in different societies, with reference to the urban family of Western society. Explores basic causes of change and trends in family structure and function. Topics include mate selections, marriage vows, marital prediction and child-rearing practices.

SO 207-Sexuality and Society (3)
Prerequisites or Corequisites: EN 101 and (SO101 or SO102 or SO202 or PS202 or PS209 or permission of instructor)

Introduces sexuality as a political, cultural and social issue. Examines how societies influence the development of sexual scripts, what is considered 'normal' and 'abnormal', 'moral' and 'immoral, and explores how these beliefs influence social responses to current social problems related to sexuality.

SO 210-Ethnic Diversity (3)
• Gen Ed Sociology; Cultural Competence
Prerequisite: EN 70 or EN 75 or EN 52 or ESL 99 or ESL 72

A survey of the status and treatment of ethnic groups in the United States; patterns of dominant and subordinate relations, prejudice and discrimination; historical and current problems, demographic and social background, political and social policies.

SO 212-Gender and Society (3)
• Gen Ed Sociology; Cultural Competence
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73)

Introduces the scientific study of women as a multicultural group. Reviews material from the fields of psychology, sociology, anthropology, and medicine as it related to women. Particular effort will be made to address the experiences of women of varied races, ethnic groups, classes, national origins, and sexual orientations so that the whole concept of gender may be broadened to take these different experiences and different concerns into account.

ST: Surgical Technology

ST 100-Fundamentals of Surgical Technology I (6)
Prerequisite: ST 120

Develops concepts, skills and attitudes needed by students to perform as members of a surgical team. Demonstration of competence in basic skills is essential. Simulated practice time in FCC's lab and in operating room settings along with didactic instruction prepare the student for the clinical practicum component of this course.

ST 101-Introduction to Surgical Technology (6)
• Cultural Competence
Provides an overview of the functions of the surgical technologist in the perioperative environment. Develops the fundamental concepts and principles of microbiology, asepsis, pharmacology, anesthesia, ethical and legal considerations, patient care, all-hazards preparation, and teamwork.

ST 105-Clinical Practicum (5)
Prerequisite: ST 100

Develops surgical technology concepts, attitudes, and skills needed by students to perform as professional members of a surgical team. Demonstration of proficiency is essential during the perioperative phases of surgical procedures.

ST 120-Surgery Essentials (3)
Prerequisites: MDA 108 or MDA 109, BI 103 and BI 104

Provides an introduction to the surgical environment and to the essential skills required of a surgical technologist. Emphasizes the fundamental concepts of sterile technique, critical thinking, and professionalism. Application and demonstration of essential surgical technology skills and concepts are required to advance in the program.

ST 200-Fundamentals of Surgical Technology II (12)
Prerequisite: ST 100

Provides the student with theory and practice related to the dynamic role of the surgical technologist in classroom, laboratory, and clinical settings. Preceptored clinical experiences focus on participation during complex surgical procedures, advancement of skill level, and critical thinking.

THR/EN: Theater and Human Experience

THR/EN 229-Modern Drama (3)
• Gen Ed Arts; Gen Ed Humanities
Prerequisite: EN 101

Presents selected works of drama that have gained prominence during the late nineteenth and twentieth centuries.

THR: Theater

THR 101-Introduction to Theatre (3)
• Gen Ed Arts
Prerequisites: (EN 70 or EN 75) OR [(EN 50A or EN 61) and EN 52] OR (ESL 95 and ESL 99) OR (ESL 72 and ESL 73) OR Corequisite: EN 75

Introduces the history of drama and the theatre through reading, viewing and discussing plays.

THR 102-Introduction to Acting (3)
Offers a basic study of acting, through both a historical perspective and in-depth exercises.

THR 107-Improvisation I (3)
Provides students with a basic overview of modern improvisation techniques. Emphasis will be placed on techniques used to build confidence, creativity, critical thinking, and learn team building skills. Course offers an introduction of improvisation as a tool for professional auditions and performances.

THR 108-Theatre Ensemble I (3)
Provides students with an opportunity to explore the creation of a piece of theatre from the beginning stages of research, improvisation, script writing, and other play creation techniques to a final production on or off campus. Emphasis will be placed on techniques used to build confidence, creativity, critical thinking, and learn team building skills. The course will use multidisciplinary research skills on topics that are important to the class to bring a vibrant theatre piece with a strong community focus.

THR 110-Theatre Workshop (3)
Examines the socio-cultural-political context for the development of different approaches to the process of devising a piece of theatre from the ground up and performance genres (e.g. story-telling, political, etc.). Students will work together as a group to build an original theatre piece. Students of performance, design, direction, and technical will work together to build theatre from the common interest of the class group.

THR 121-Stagecraft (3)
Explores all technical aspects of play production, with emphasis on set construction, scene painting, properties and stage lighting. Provides laboratory experience in conjunction with campus theater productions.

THR 203-Fundamentals of Directing (3)
Addresses problems in playwriting, directing and acting. Students work on scenes and/or one-act plays.

THR 204-Production Survey (1)
Students participate in a campus theater production as a member of the production crew. May be taken for credit three times.

THR 205-Acting Survey (1)
Prerequisite: Permission of the instructor

Students participate in a campus theater production as a member of the cast. May be taken for credit three times.

THR 206-Advanced Acting (3)
Concentrates on characterization and dramatic improvisation.

THR 207-Improvisation II (3)
Prerequisite: THR 107

Explores advanced improvisation techniques for public presentation. Emphasis will be placed on advanced techniques used to build confidence, creativity, critical thinking, and learn team building skills. The class offers an in-depth exploration of improvisation as a tool for professional auditions, performance, and character building.

THR 208-Theatre Ensemble II (3)
Prerequisite: THR 108

Explores advanced methods and execution of creating, rehearsing, and producing a piece of theatre through creativity, critical thinking, and team building skills. The course will use advanced multi-disciplinary research skills on topics deemed socially relevant by the class and through improvisation, script writing, and other play creation techniques, the class will present a vibrant theatre piece with a strong community focus.

THR 212-Theatre Internship (3)
Offers an intensive study of theatrical performance, including both acting and stagecraft assignments. Students prepare a theatrical production for presentation during the summer.

Continuing Education & Workforce Development

FCC's Continuing Education & Workforce Development team provides programs that reflect the needs, interests and trends in business and industry, and programs that promote the personal and professional growth of the community.

A wide range of non-credit courses is offered in day, evening, weekend, and online formats that appeal to people of all ages with busy lifestyles. Continuing education courses represent leading-edge curricula and quality instruction. Instructors are generally field practitioners who bring first-hand knowledge to the classroom. The courses that provide students with hands-on training utilize state-of-the-art equipment. In addition, all courses can be tailored to the applications of individual businesses through customized training contracts within parameters convenient to the companies.

Partnerships

The Continuing Education & Workforce Development team has developed numerous partnerships in order to provide the community greater resources and access to training. Our partners include Frederick Memorial Healthcare Systems Wellness Center, and Frederick County Workforce Services. Additional partnerships to note are: SCORE, Goodwill Monocacy Valley, Frederick County Chamber of Commerce, Frederick County Sheriff's Office, Maryland State Department of Education (MSDE), Maryland Emergency Management Agency (MEMA), U. S. Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA), FEMA Independent Study Program and Jacobs Technology, Inc., U. S. Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA), National Training and Education Division (NTED), and InfraGrad.

MACEM

Mid-Atlantic Center for Emergency Management (MACEM) at FCC provides academic and career credentials, professional services, community engagement, and serves as a resource to meet the challenges of a prepared and resilient nation. For more information about continuing education or contract courses, contact 301.624.2766.

Workforce Development & Career Training

Today's work environment requires each person to have a broader range of skills and communication abilities than ever before.

Workforce development courses are designed in conjunction with professional organizations, area businesses and industries. Programs are intended to enhance and update skills or provide entry-level career training. Courses include those which prepare individuals for national certification and licensing examinations or for recertification/ relicensing. For more information, call 240.629.7905.

FCC Business Solutions

Frederick Community College prepares organizations and their employees to meet the challenges of a diverse, global society through quality, accessible, innovative training, and development.

Business Solutions allows businesses to quickly and efficiently access training that is tailored to their specific needs, training that is of professional quality, competitively priced and is delivered by local workforce development professionals.

By examining what our customers need, Business Solutions has established itself as Frederick County's premier local training provider.

For more information, call 240.629.7982.

Adult Education Programs

GED Preparation

The college offers adult diploma programs that help to improve the basic skills needed at work, at home, and in everyday life.

Courses prepare students to take the GED exam and earn a high school diploma. Instruction is given in math, reading, social studies, English, and writing and is tailored to the skill level of the student. GED practice tests are available for those who complete the program and advisement and counseling are accessible for those who wish to continue with job training or a college education. All classes are offered free of charge. For more information call 240.629.7962.

External Diploma Program

Designed for mature adults who have learned life skills at work, at home, and in the community, the External Diploma Program provides an opportunity to earn a high school diploma through independent study and portfolio development. Students study and complete assignments on their own and meet with advisors/assessors at scheduled weekly sessions. Tuition for the External Diploma Program is $200. For more information, call 240.629.7962.

Community Based English as a Second Language

The college offers English courses for persons who want to learn or improve their English. Course size is small to meet the needs of the students. Intensive instruction is given in listening, speaking, reading and writing. Students also learn about the American culture and democracy. Courses are open to adults over 16. The Beginning and Intermediate courses are free of charge. There is a charge for Advanced Level courses. Students are tested to determine class placement. For academic English as a Second Language classes, see pages 9 & 171. For more information call 240.629.7962.

Personal Enrichment

The Personal Enrichment program offers opportunities for people of all ages to explore new interests and hobbies, become more self-reliant, develop healthier lifestyles and enhance life experiences. Course lengths range from several hours to several weeks.

Check www.frederick.edu/QuickEnroll for the latest list of courses.

Youth Programs

Our Youth Programs offer extensive course selections for children and adolescents. Courses build on existing skills while exploring interests and introducing new ideas. Course lengths range from several hours to several weeks.

Call 301.846.2661 for more information.

Institute for Learning in Retirement (ILR)

The ILR program at FCC offers a broad range of affordable courses and Learning on Location experiences designed for adults age 55 and older. There are no tests or grades in ILR, only stimulating ways to tickle the brain and indulge one's curiosity in the company of other lifelong learners.

To receive a course schedule for the Institute for Learning in Retirement, call 301.624.2405 or go to www.frederick.edu/QuickEnroll to view the list of current classes.

Motorcycle Safety Program

Our Motorcycle Safety programs are taught by Motor Vehicle Administration and Motorcycle Safety Foundation certified instructors. Basic Rider and Basic Rider II prepare students for a Class "M" license.

Riders can elect to use a program training motorcycle, or they may use their personal motorcycle if it is street legal and they transport it to the training site legally. Personal motorcycles must be in good operating condition and pass a routine pre-ride check given as a part of the course. Riders are to provide their own riding gear, which includes a DOT certified helmet, eye protection, jacket, full-fingered gloves, long pants and sturdy over-the-ankle footwear. To complete a course, riders must pass a knowledge and skill test administered at the end of the course.

Check www.frederick.edu/QuickEnroll or call 301.624.2820 for the most current schedules.

FCC Foundation Scholarships

The FCC Foundation has scholarships available for students who enroll in continuing education programs. While some scholarships are available for any programs, others are restricted to students registering for a specific course.

Students interested in applying for Continuing Education scholarships should ask their advisor for an application or email foundation@frederick.edu and include *CE scholarships* in the subject line.

These are need-based (according to U.S. Department of Housing and Urban Development's income guidelines) scholarships for career programs/courses only. Students must complete an application and submit it with required income verification documents.

Note: Courses of Interest (non-degree seeking) are not eligible for Federal Financial Aid.

Continuing Education Programs of Study

Non-credit courses. Fee structure for courses is subject to change. Consult the current Continuing Education class schedule.
Courses not eligible for federal financial aid.

Accounting & Bookkeeping

Learn essential skills, become proficient with accounting software and/or prepare for the QuickBooks Certification Exam. Course content includes adjusting book entries, correction of accounting errors, basic book and tax depreciation, basic payroll and inventory accounting management. Specific classes also focus on necessary skills and information to start, operate and expand a business, as well as QuickBooks, financial planning, and tax issues.

Recommended Courses
ONL 223 Accounting Fundamentals
ONL 224 Accounting Fundamentals II
SMB 212 QuickBooks Levels I & II
SMB 214 QuickBooks Certification Exam Prep

Building Trades

Heating Ventilation and Air Conditioning (HVAC)

Introduces student to the basics of electricity and controls, function, and components of air conditioning and heating systems. The series of courses provides instruction on repairing and troubleshooting; designing, assembling and operating a working refrigeration system; understanding electrical diagram and mechanical principles of heating systems; and practicing efficient operation and maintenance techniques.

Recommended Courses
HVC 121 Fundamentals of HVACR
HVC 122 Controls for HVACR
HVC 123 HVAC Installation & Troubleshooting
HVC 125 Fossil Fuels & Hydronic Heating

Welding

Introduces student to the basics of welding including the equipment used and safety procedures. The series of courses provides instruction to gain certifications in structural steel positions. Learn the difference in welds using STICK, TIG and MIG welding equipment, positioning for structural steel welds and techniques required to make quality welds structural steel.

Recommended Courses
WLD 160 Introduction to Welding
WLD 161 Advanced Welding: SMAW
WLD 162 Advanced Welding: GTAW
WLD 163 Advanced Welding: GMAW
WLD 164 Advanced Welding: SMAW 4G
WLD 165 Welding Symbols & Blueprint Reading

Electrical

Introduces student to the basics of electricity, electrical calculations, basic electrical circuits, the National Electrical Code, wiring methods and materials, wiring protection, equipment wiring requirements, special conditions wiring requirements, and low voltage systems.

Recommended Courses
ELC 120 Fundamentals of Structural Wiring
ELC 121 Residential Electric
ELC 122 Commercial Electric
ELC 123 Specialized Systems

Business Entrepreneurship & Small Business Start-Up

Interested in starting your own small business, virtual business or non-profit? Our offerings encompass everything from business plan development and grant writing to cyber security and continuity of operations planning to help your business succeed.

Recommended Courses:
SMB 100 Start Your Own Business
SMB 351 The Intentional Entrepreneur
SMB 353 FastTrac NewVenture

Early Childhood Development

Child Care

Learn to work effectively with young children by understanding the basic growth and developmental principles including social, emotional, physical and intellectual developmental stages. Discover materials and methods used to create activities for young children that advance physical, cognitive, communicative, creative and social skills. Exam the normal stage of child development, health, feeding, play, rest, abuse, as well as appropriate activities for socialization, positive guidance techniques, and skills to enhance parent/caregiver communication.

Child Care 90-Hour Certificates

Child Care Teacher Infant/Toddler:
- CHI 113 Child Development and Behavior or
- CHI 300 Child Growth and Development (online) and
- CHI 136 Infants' & Toddlers' Development and Care or
- CHI 311 Infant and Toddler Care (online)

Child Care Teacher Preschool:
- CHI 113 Child Development and Behavior or
- CHI 300 Child Growth and Development (online) and
- CHI 114 Activities I or
- CHI 301 Preschool Curriculum & Activities (online)

Child Care Teacher School Age:
- CHI 113 Child Development and Behavior or
- CHI 300 Child Growth and Development (online) and
- CHI 145 Activities for the School Age Child or
- CHI 302 School Age Child Care (online)

Child Care Director Teacher:
- One of the above 90-hour certificates plus
- CHI 131 Administration of Child Development Centers or
- CHI 310 Child Care Administration (online)

Healthcare and Wellness Careers

Certified Nursing Assistant

Become a Certified Nursing Assistant and Geriatric Nursing Assistant in three to six months. Learn about basic patient care skills, your role as a member of the healthcare team, disease processes, infection control, and safety issues. Combined with the clinicals, this course meets all eligibility requirements for CNA certification in the state of Maryland and prepares you for the Geriatric Nursing Assistant (GNA) test. The program requires study time outside of class and includes tests, both written and skills, which must be passed prior to starting the clinical sessions.

Prerequisites; EN 75 (or EN 52) or ESL 72 placement. Proof of being 18 years or older at time of registration. A current American Heart Association Basic Life Support CPR Card must be obtained prior the Clinical Practicum. Other requirements: evidence of negative TB tests or chest X-ray, proof of immunization, and physical examination. Students are required to undergo a background investigation and fingerprinting. All testing and background/fingerprinting fees are included. Students must register for CAH 145 and CNA part 1, CNA part 2 and CNA clinical.

Course Requirements
CAH 145 Foundations for Healthcare Careers
CAH 132 Certified Nursing Assistant Part I
CAH 133 Certified Nursing Assistant Part II
CAH 114 Clinical Practicum

Students must successfully complete assessment testing at the Testing Center prior to registration and successfully complete prerequisites: Foundations for Healthcare Careers (CAH 145).

Medical Billing/Coding

Recommended Courses
ONL 401 Medical Terminology Online
CAH 244 Medical Billing and Coding Online, or
CAH 250 Medical Coding for the Physician's Office

Pharmacy Technician

The role of Pharmacy Technicians is expanding, which requires cross-cutting instruction on wide-range of skills and topics. The Pharmacy Technician Training part 1 is the first in a series of three courses designed to introduce students on the practice and responsibilities of becoming a Pharmacy Technician in multiple pharmacy environments. Topics include: medical terminology and basic anatomy and physiology; math for pharmacy technicians including: systems of measure, dose calculations, ratios and proportions, concentrations and dilutions; pharmacology; dosage forms and routes, medication errors, pharmacy law, practices in: community and ambulatory care pharmacy hospital pharmacy, home care pharmacy, specialty care pharmacy; and medication safety. Students learn from a combination of live, on-line, and group style learning formats. Students meet in person 3.5 hours each week and complete an additional 10 hours per week of online coursework. Students completing all three courses in the Pharmacy Technician Training program are prepared to sit for the Pharmacy Technician Certifying Board (PTCB) exam, a nationally recognized certification.

Prerequisites: EN 75 (or EN 52) or ESL 72 and Math 82 Placement. Proof of being 18 years or older at time of registration. CPR Basic Life Support required before end of CAH 332.

Course Requirements
CAH 330 Pharmacy Technician Training 1
CAH 331 Pharmacy Technician Training 2
CAH 332 Pharmacy Technician Training 3

Phlebotomy Technician

Phlebotomy technicians work in physician's offices, hospitals, clinical labs, and blood donation sites. Students will learn all aspects related to blood collection and develop comprehensive skills to perform venipunctures completely and safely. Our program offers clinical practice with experienced phlebotomists at local health care facilities to give you hands-on experience. This program prepares you to take several national certification exams.

The program requires study time outside of class and includes tests, both written and practical (hands on) skills, which must be passed prior to starting the clinical sessions.

Prerequisites: EN 75 (or EN 52) or ESL 72 placement. Proof of being 18 years or older at time of registration. A current American Heart Association Basic Life Support CPR card obtained prior to the clinical practicum. Other requirements: evidence of negative TB tests or chest X-ray, proof of immunizations, physical examination. Students are required to undergo a background investigation (included in fees). Students must register for CAH 145, CAH 483, CAH 484 and CAH 466.

Course Requirements
CAH 145 Foundations for Healthcare Careers
CAH 483 Phlebotomy Technician Preparation 1: Theoretical Applications
CAH 484 Phlebotomy Technician Preparation 2: Practical Applications
CAH 466 Phlebotomy Technician Clinical

Sterile Processing Technician

Prerequisites: EN 75 (or EN 52) or ESL 72 placement. Provide proof of being 18 years of age or older at time of registration.

Prior to Externship: Provide evidence of a negative TB test or chest X-ray. Undergo a physical examination and provide proof of up-to-date immunization titers. Current American Heart Association Basic Life Support CPR card or SAF 157 - CPR Basic Life Support. Undergo a background investigation. Drug-testing may be required.

Course Requirements:
CAH 145 Foundations for Healthcare Careers
CAH 320 Sterile Processing Technician Training: Fundamentals
CAH 321 Sterile Processing Technician Training: Externship 1
CAH 322 Sterile Processing Technician Training: Externship 2
CAH 323 Sterile Processing Technician Training: Externship 3
CAH 324 Sterile Processing Technician Training: Externship 4

Hospitality, Culinary and Tourism Institute

Culinary Skills:

HCT 100 Culinary Fundamentals
HCT 101 Culinary I
HCT 103 Sanitation and Food Safety

Hospitality Management:

HCT 102 Introduction to Hospitality Management
HCT 104 Event Management

Information Technology

CompTIA A +

If you are getting ready for a career as an information technology (IT) professional or personal computer (PC) service technician, the CompTIA A+ preparation course is a great first step on your path to certification. The course will build on your existing user-level knowledge and experience with PC software and hardware and present fundamental skills and concepts that you will use on the job. In this course, students will acquire the essential skills and information needed to install, upgrade, repair, configure, troubleshoot, optimize, and perform preventive maintenance of basic PC operating systems and hardware.

Recommended Course

ONL 360 Basic CompTIA A+ Certification Prep
ONL 351 Intermediate CompTIA A+ Certification Prep
ONL 352 Advanced CompTIA A+ Certification Prep

Cisco Certified Network Associate (CCNA)

Cisco Certified Network Associate (CCNA) certification preparation through a four course series in partnership with Hagerstown Community College. Courses are offered in a blended learning format to provide flexibility in earning your CCNA certification. Courses are consecutive and must be completed in order. Courses 1 & 2 are offered in the fall semester, courses 3 & 4 are offered in the spring semester. Students must have A+ or equivalent experience either in class or work. Most class lessons, materials, and labs are accessed via the web, however, students and instructor will interact at scheduled times via online classroom and will be required to attend 2 Saturday meetings. Meeting dates and times will be scheduled by the instructor and enrollees. Students must have a personal computer and Internet access to complete online assignments and exams. Each course must be completed successfully in order to enroll in the next level course. Offered in conjunction with the Cisco Networking Academy.

Recommended Courses

CCO 110 CCNA: Networking I
CCO 111 CCNA: Networking II
CCO 112 CCNA: Networking III
CCO 113 CCNA: Networking IV

Web Design, Development, and Programming

Design: Focusing on the look and feel of a website, instruction is based on popular free platforms including WordPress, Squarespace, Wix and Weebly.

Development: Concentrating on turning design into function, this new Continuing Education certificate program provides practical skills, knowledge and hands-on training to individuals pursuing a career in web development.

Programming: Offering instruction on the most popular and widely used programming languages shared across open source and Microsoft platforms today. Course offerings applicable to both corporate and government applications, include C#, Java and SQL.

Recommended Courses

PRG 140 Programming Fundamentals
PRG 141 Web Design and Development
INT 171 WordPress Level I
INT 153 Website in a Day with Wix
INT 152 Website in a Day with Weebly
INT 151 Website in a Day with Squarespace

Project Management

Whether you are an experienced project manager seeking advancement in your career by earning the Project Management Professional certification or are just considering entering the rapidly growing field of project management, you will find what you need at FCC. Every profession has projects and all projects need project managers! The combination of people skills and management techniques taught will provide you with a variety of employment options and potential for career growth. Choose from our core coursework that leads to certification, attend a workshop for professional development or learn how to use Microsoft Project scheduling software.

Recommended Courses:

MGT 381 Project Management Basics
MGT 378 CAPM Certification Exam Prep
MGT 380 Introduction to Agile Project Management
MGT 382 SCRUM Master Certified
CMS 327 Microsoft Project

Veterinary Assistant

This comprehensive training program, consisting of 5 non-credit courses and a supervised clinical practicum, totals 150 hours, and provides the basic knowledge and skills needed for an entry-level position in a veterinary hospital.

Beginning in Fall 2017 and ending in April 2018, this program requires students to successfully complete a series of classes in order to receive the FCC Certificate of Completion.

Clinical Practicum: During this portion of the program, students gain hands-on experience in local veterinary hospitals. As the Veterinary Assistant Training also uses live animals for teaching purposes in lab settings, Frederick Community College takes all necessary safety precautions when students interact with live animals; however, students must be aware that live animals by nature may not be absolutely controlled. Frederick Community College does not provide medical insurance for injuries.

Prerequisites: Prior to registering for Veterinary Assistant courses, students are required to either validate previous successful college courses (C or above in reading and math) or test into MA 82 and EN 75 (or EN 52) or ESL 72. If you have taken the Reading and Math Assessment prior to taking previous credit or non-credit courses, please indicate this on the course registration form. Students must be a minimum of 18 years of age and have a high school diploma or GED®. The Veterinary Assistant training program is eligible for FCC's payment plan.

Course Requirements

VET 121 Veterinary Assistant I: Introduction to Veterinary Assisting
VET 122 Veterinary Assistant II: Animal Systems, Restraint and Husbandry
VET 123 Veterinary Assistant III: Diagnostics and Pharmacy
VET 124 Veterinary Assistant IV: Anesthesia, Surgery and Emergency
VET 125 Veterinary Assistant Clinical

**** Non-credit courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.***

Continuing Education Course Descriptions

Accounting & Bookkeeping

ONL 223–Accounting Fundamentals
Demand for accounting professionals currently exceeds supply. If you're interested in increasing your financial awareness while also gaining a marketable skill, this course is for you. You'll learn the basics of double-entry bookkeeping, as well as how to analyze and record financial transactions. You'll get hands-on experience with handling accounts receivable, accounts payable, payroll procedures, sales taxes, and various common banking activities. We'll cover all the bases, from writing checks to preparing an income statement and closing out accounts at the end of each fiscal period. Whether you're a sole proprietor looking to manage your business finances or you simply want to gain an understanding of accounting basics for career advancement or for personal use, this course will give you a solid foundation in financial matters.

ONL 224–Accounting Fundamentals II
While it is true that accounting professionals are scarce, those with corporate accounting experience are even more rare. This course will build on the knowledge you gained in the introductory accounting course to provide you with a solid understanding of corporate accounting practices. In Accounting Fundamentals II, you'll explore such topics as special journals, uncollectible accounts receivable, plant assets, depreciation, notes and interest, accrued revenue and expenses, dividends, retained earnings, and various financial reports for corporations. If you're interested in increasing your financial awareness and accountability while also gaining a marketable skill, this is the course for you.

SMB 212–QuickBooks Levels I & II
Get the full picture of your business performance and discover the new tools available in QuickBooks 2015. QuickBooks is the premier accounting software package for small to mid-sized businesses. Take charge of your business or develop your skills for the workplace. This course offers hands-on instruction from experienced CPAs and EAs. Share real world experiences in class discussions. You will learn how to set up a company file, work with customers and vendors, use basic banking tasks, track physical inventory, prepare balance sheets and accounts, process payroll, provide estimates and time tracking and generate custom reports and forms.

Note: Prerequisites: Basic computer skills and file management as well as some familiarity with accounting concepts. This course requires two textbooks.

SMB 214–QuickBooks Certification Exam Prep
Complete your instruction in QuickBooks and prepare for the QuickBooks certification exam. This course provides an in depth review of the payroll processing cycle using QuickBooks software, introduces the accounting cycle and use of classes, covers reporting, adjusting entries and closing the books, and finishes with exam prep. This course is designed for business owners wanting to expand their understanding of QuickBooks and accounting practices and others seeking employment in accounting and/or preparing for QuickBooks certification. This course along with QuickBooks Level I & II meet the objectives for the Intuit QuickBooks Certified User (QBCU) exam offered through Certiport. Taught by an experienced EA and certified ProAdvisor with QuickBooks you will receive experienced exam prep advice along with expert instruction. Prerequisite: QuickBooks Level I & II or equivalent experience.

Building Trades

See course descriptions in Academic section on pages 108 & 109.

Early Childhood Development (CHI)

CHI 113–Child Development & Behavior
Introduces basic growth and developmental principles necessary to work effectively with young children from ages birth to 12 years. Emphasizes the social, emotional, physical and intellectual developmental stages of the young child. This course satisfies one-half of the 90-hour State requirement for Day Care Certification. (Also offered for credit as ED 100) All licensees must attend all hours of Child Care Administration approved courses. Those who arrive late, leave early or do not meet course performance requirements as detailed in the course outline do not receive a certificate.

CHI 114–Activities I for Children
Introduces the principles, materials and methods used with young children ages birth to six, including advancing physical, cognitive, communicative, creative and social skills. Students plan and present lessons in the area with young children. This course satisfies one-half of the 90-hour state requirement for day care certification. Corequisite: Child Development & Behavior. Meets training requirement for Senior Staff. (Also offered for credit as ECD 104) All licensees must attend all hours of Child Care Administration approved courses. Those who arrive late, leave early or do not meet course performance requirements as detailed in the course outline do not receive a certificate.

CHI 131–Administration of Child Development Centers
Presents management practices and the administrative functions of child development center directors. Covers state requirements for physical facilities, staffing and designing programs. Covers budgeting and financing of child development centers. Prerequisites: Child Development & Behavior; Schools & Society; Observing, Recording, & Assessing Behavior; Activities I for Children; Child Health, Safety & Nutrition. (Also offered for credit as ECD 212)

CHI 300 Child Growth and Development
This certification course satisfies the child development half of the MSDE requirement of 90 hours for child care teachers and directors. Gain a broad overview of major concepts, theories and research related to the social, emotional, cognitive, and physical development of the child from birth through age 12. This course and a 45-hour course in age-appropriate curriculum (preschool infant-toddler, or schoolage) are required to complete the 90-hour certification for child care. Aligns with MD Staff Credential (proposed) levels 2-4.

CHI 301 Preschool Curriculum and Activities
Become prepared for a position in a child care center or preschool. This certification course satisfies the curriculum half of the MSDE requirement of 90 hours of training for child care teachers and directors working with preschoolers. Basic concepts of curriculum planning and implementation for children three to five years old are introduced. Topics include: teaching strategies, environment design, and implementation of best practices in early childhood education. Aligns with MD Staff Credential (proposed) levels 2-4. This course and Child Growth & Development 45 hours are required to complete the 90-hour child care certification.

CHI 302 School Age Child Care
Gain the skills necessary to work in school-age child care programs. Topics include curriculum planning, age-appropriate materials and methods for children ages 6-13. This certification course satisfies the curriculum half of the MSDE requirement of 90 hours of child care training for teachers, directors and coordinators working with school-age children.

CHI 310 Child Care Administration
This course prepares prospective directors to administer and manage a child care center. Topics include state requirements and compliance standards for physical facilities, licensing, insurance, and staffing child care programs. Other topics include recordkeeping, budget and bookkeeping, personnel selection, training and managing staff, food services, equipment, materials, and community involvement. This certification course satisfies the MSDE requirement for 45 hours of administrative training for child care center directors.

CHI 311 Infant and Toddler Care
Gain the skills necessary to work with infants and build communication skills to use with parents, co-workers and the public. Topics include growth and development, curriculum planning, goal setting, selection of age-appropriate materials, and methods for infants and toddlers birth to age 3. This certification course satisfies the MSDE requirement of 45 hours of infant-toddler curriculum training for child care teachers, directors, and family providers working with infants and toddlers, and also satisfies the 9-hour communication skills requirement.

CHI 148–Infants and Toddlers Development and Care
Examines the child's growth and development from conception to age two. The course investigates normal stage development, health, feeding, play, rest, abuse as well as appropriate activities for socialization, positive guidance techniques and skills to enhance parent/caregiver communication. This course meets the State requirement's approved training for Infant/Toddler Senior Staff qualification. (Also offered for credit as ECD 110.)

CHI 145–School Age Activities
Examines developmentally appropriate principles, materials and methods used with school-age children ages 6-12. Specific consideration is given to planning activities for school-age child care. Students plan and present lessons in the areas of physical intellectual and social development. This course meets the state requirements for training for group leader. (Also offered for credit as ECD 108).

Entrepreneurship

SMB 100–Start Your Own Business
Learn more about financing, licenses, taxes, entities, record keeping, business plans, marketing and more. This comprehensive course will teach you the steps you need to take and help you to evaluate your idea and its market feasibility.

SMB 351–The Intentional Entrepreneur
Let your someday be today. We all know those who dream of owning their own business but never make the leap. The Intentional Entrepreneur, a four-hour workshop, explores the entrepreneurial attitude and delves into the emotional and practical aspects of business ownership. The idea of owning your own business, controlling your own destiny, and charting your own path is very compelling. Whether it is spending time doing something you're passionate about or finding a way to supplement your income, entrepreneurship is a valid opportunity to pursue your dream. The Intentional Entrepreneur guides participants through a process of consideration, exploration, and planning

SMB 353–FastTrac NewVenture
The idea. That's where it starts. Now what do you do with the idea? You could start a business - but could you start a viable business? Find the answer with the FastTrac NewVenture program. The FastTrac NewVenture program is a flexible course with a proven framework to help support you as you start a business and begin your journey on the road to success. This immersive course is designed to provide guidance and support in an interactive group oriented environment. Taught by certified affiliates, participants' build a unique network with one another to help bolster ideas. You'll work with others to discover how your business concept aligns with a real market opportunity, set realistic financial goals, define your company's brand, learn how to manage business function and develop and organizational culture, identify funding sources, and find resources for ongoing business planning. This course is a great fit for aspiring and early stage entrepreneurs who want to build a solid foundation that leads to success.

Healthcare and Wellness Careers

CAH 145–Foundations for Healthcare Careers
This course introduces students to important healthcare concepts and professional career development skills to prepare students for working in a healthcare setting. Students are introduced to medical terminology, the current healthcare system structure and essential concepts such as HIPAA, documentation and medical records, patient rights, cultural competency, workplace professionalism, healthcare ethics and legal responsibilities, environmental safety, infection control and medical terminology. Communication skills are practiced with special focus on customer service and interpersonal communication concepts. Students will also gain professional development skills in successful resume and application writing, interviewing, and gaining and maintaining employment.

Note: Students must successfully place into EN 75 (or EN 52) or ESL 72 before enrolling in this course. This course is the required prerequisite to the Certified Nursing Assistant, Phlebotomy Technician, and Sterile Processing Technician Programs.

CAH 132–Certified Nursing Assistant Part I
Become a Certified Nursing Assistant in just a few weeks. Learn basic patient care skills, your role as a member of the healthcare team, disease processes, infection control and safety issues. Combined with the clinicals, this course meets all eligibility requirements for CNA certification in the state of Maryland and prepares you for the Geriatric Nursing Assistant (GNA) test. The program requires study time outside of class and includes tests, both written and practical (hands on) skills, which must be passed prior to starting the clinical sessions.

CAH 133–Certified Nursing Assistant Part II
Part II is a continuation of Part I.

CAH 114–Certified Nursing Assistant Clinical Practicum
Students will participate in supervised clinical rotations with experienced, certified nursing faculty in local health care facilities and will interact with residents performing all the duties and responsibilities of a nursing assistant. Individual skills and execution are evaluated daily.

CAH 244–Medical Billing and Coding Online
Medical billing and coding is one of the fastest-growing careers in the healthcare industry today! The need for professionals who understand how to code healthcare services and procedures for third-party insurance reimbursement is growing substantially. Physician practices, hospitals, pharmacies, long-term care facilities, chiropractic practices, physical therapy practices, and other healthcare providers all depend on medical billing and coding for insurance carrier reimbursement. This billing and coding program delivers the skills students need to solve insurance billing and coding problems. This course is designed to prepare students to sit for various national certification exams including those from the American Academy of Professional Coders (AAPC) and the American Health Information Association (AHIMA). Prerequisite: Medical Terminology.

ONL 401-Medical Terminology (online)
This course teaches medical terminology from an anatomical approach. Root terms are divides by each body system. The origin, a combined form, and an example of non-medical everyday usage is provided for each root term. Word Associations are provides as a learning tool as well as interesting information provided in regards to each term. Root terms are combined with prefixes and suffixes as your learning culminates in the interpretation of medical notes.

CAH 330, CAH 331, CAH 332: Pharmacy Technician Training 1, 2 & 3
Topics include medical terminology and basic anatomy and physiology; math for pharmacy technicians including: systems of measure, dose calculations, ratios and proportions, concentrations and dilutions; pharmacology; dosage forms and routes; medication errors; pharmacy law; practices in: community and ambulatory care pharmacy, hospital pharmacy, home care pharmacy, specialty care pharmacy and medication safety. Parts 1, 2 and 3 are a continuation of one another.

CAH 483–Phlebotomy Technician Preparation I: Theoretical Applications
In Part I, Theoretical Applications, students learn basic phlebotomy technical background and professional preparation for working as a phlebotomist. Students are introduced to anatomy and physiology with special emphasis on the cardiovascular and lymphatic system, applicable medical terminology and an overview of healthcare settings where phlebotomy services are performed. Students learn and apply professional ethics and behavior; interpersonal and written communications, including cultural competency; systems of documentation; and safety and infection control. Students will develop knowledge and comprehensive skills to prepare them to perform venipunctures completely and safely as they progress to Part II: Practical Applications. The full program includes classroom and both in-class and on-site clinical practice at local health care facilities. This program requires study time outside of class and includes both written and practical (hands-on) skills assessments, which must be passed prior to starting the clinical course. The program prepares students to take several national certification exams. Prerequisites: Placement into EN 75 (or EN 52) or ESL 72 and CAH 145 Foundations for Healthcare Careers. Must be at least 18 years of age to register. No GED or HS diploma required. Program Requirements (submitted prior to clinical course): current American Heart Association CPR Basic Life Support card, proof of negative TB test or chest X-ray, physical examination, proof of up-to-date immunizations, undergo background investigation (fees for background check included in the course).

CAH 484–Phlebotomy Technician Preparation II: Practical Applications
Practical Applications is a continuation of Part I: Theoretical Applications. In this course students learn to perform venipuncture and specialized phlebotomy procedures. Students are familiarized with blood collection equipment and selection, specimen handling and identifying complications related to blood collection and medical errors. Students train on a variety of procedures and techniques for typical and special populations clients. Special topics in specimen uses for testing in forensics, workplace and sports are explored. Hands-on skills practicums prepare students for the clinical course. The full program includes classroom and on-site clinical practice with experienced phlebotomists at local health care facilities to give students hand-on professional experience and prepares students to take several national certifications. The program requires study time outside of class and includes both written and practical (hands-on) skills assessments, which must be passed prior to starting the clinical course.

CAH 466–Phlebotomy Technician Clinicals
Participate in 100 hours of supervised clinical rotations with experienced phlebotomists in local health care facilities. Students will perform 100 supervised venipunctures. Individual skills and execution will be evaluated daily.

CAH 320 Sterile Processing Technician Training: Fundamentals
This continuing education course trains individuals to become competent sterile processing technicians and prepares participants for sterile processing technician certification. Upon completion of training, students receive a Certificate of Completion and are prepared to take the Certified Registered Central Service Technician (CRCST) certification exam offered by the International Association of Healthcare Central Service Material Management (IAHCSMM). The course will cover the following topics: anatomy and physiology, microbiology, instrumentation (identification of and handling of), safety standards, cleaning, decontamination, disinfection, preparation, infection control, sterilization process, packaging, wrapping, processing patient care equipment, sterile storage, distribution and inventory management, documentation and record management, ethics and standards. This course has both a lecture and interactive lab component in the classroom where students will receive hands-on experience with instruments and wrapping techniques. Prerequisites: Placement into EN75 (or EN 52) or ESL 72 and CAH 145 Foundations for Healthcare Careers. Must be at least 18 years of age to register. No GED or HS diploma required. Program Requirements (submitted prior to clinical externship course): current American Heart Association CPR Basic Life Support card, proof of negative TB test or chest X-ray, physical examination, proof of up-to-date immunizations (titers). Undergo background investigation, drug testing and fingerprinting (fees for these included in the course).

CAH 321-324 Sterile Processing Technician Training: Externship 1-4
This series is a continuation of training for students completing the Sterile Processing Technician Training Fundamentals course and required for Registered Central Service Technician (CRCST) full certification issued by the International Association of Healthcare Central Service Material Management (IAHCSMM). These externships offers students direct experience in the field to prepare for employment and/or fulfillment of the 400 hour field experience required for those seeking full CRCST certification. Students gain first-hand experience in many of the following areas: general cleaning, wrapping and packaging, instrument and procedure tray assembly, sterilization, sterile storage, patient care equipment, care carts, linen folding and distribution.

SAF 157–CPR: Basic Life Support
Using the American Heart Association guidelines, this course is designed to teach the skills of CPR for victims of all ages. Includes ventilation with a barrier device, bag-valve mask device, oxygen, use of an automated external defibrillator (AED), and how to relieve foreign body airway obstruction. Intended for participants who work in a health care setting and are required to take a Health Care Provider course for their employment. Course completion card is issued for all participants in a Basic Life Support for Health Care Provider course who successfully complete the written examination and demonstration.

SAF 156–CPR: Heartsaver/First Aid/AED
This Heartsaver, First Aid and AED course includes adult CPR and is designed for the lay person and first responder. The first aid section includes first aid basics, medical emergencies, injury emergencies and environmental emergencies applicable to all age categories. The CPR section presents basic techniques of Adult CPR, use of barrier devices during rescue breathing, and how to use an automated external defibrillator (AED).

Fee Disclaimer: The American Heart Association strongly promotes knowledge and proficiency in all AHA courses and has developed instructional materials for this purpose. Use of these materials in an educational course does not represent course sponsorship by the AHA. Any fees charged for such a course, except for a portion of fees needed for AHA course materials, do not represent income to AHA.

Hospitality, Culinary and Tourism Institute (HCTI)

See HOS course descriptions in Academic section on pages 130-132.

Information Technology

CCO 110–CCNA: Networking I
Students are introduced to the architecture, structure, functions, components, and models of the Internet and other computer networks. The OSI and TCP layered models are used to examine the nature and roles of protocols and services at the application, network, data link, and physical layers in conjunction with the Cisco Networking Academy. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. Introductory router/switch device con-figuration skills are also included. Prerequisites: A+ certification or equivalent work experience. Most class lessons, materials, and labs are accessed via the Web; however, students and instructor also will interact at scheduled times via online classroom and will require two Saturday meetings.

CCO 111–CCNA: Networking II
Prerequisite: CCO 110
Participants will examine the architecture, components, and operation of routers, and apply the principles of routing and routing protocols. Students analyze, configure, verify, and troubleshoot the primary routing protocols RIPv1, RIPv2, EIGRP, and OSPF. By the end of this course, students will be able to recognize and correct common routing issues and problems. Offered in conjunction with the Cisco Networking Academy. Required: CCNA Networking 1.

CCO 112–CCNA: Networking III
Prerequisite: CCO 111
This course provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Students learn about the hierarchical network design model and how to select devices for each layer. The course explains how to configure a switch for basic functionality and how to implement Virtual LANs, VTP, Inter-VLAN routing, and Spanning Tree Protocol in a converged network. In conjunction with the Cisco Networking Academy, students also develop the knowledge and skills necessary to implement a WLAN in a small to medium network.

CCO 113–CCNA: Networking IV
Prerequisite: CCO 112
This course covers the WAN technologies and network services required by converged applications in Enterprise Networks. Students learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles of traffic, access control and addressing services. Natural Address Translation (NAT) and DHCP services are also covered.

ONL 360–CompTIA® Security+ Certification Prep 1
Delve into key concepts and terminology in preparation for the CompTIA SY0-401 exam. In this first of two prep courses, gain a thorough understanding of computer and network security including compliance and operational security, incident response, threat awareness, and business continuity. Focus on malware and social engineering attacks as well as wireless threats, vulnerabilities, and protective measures. Includes practice questions to reinforce new knowledge. CompTIA Security+ professionals earning certification prior to 1/1/2011 are lifetime credential holders. Individuals earning certification after 1/1/2011 are required to renew this credential every three years.

ONL 351–Intermediate CompTIA A+ Certification Prep
Delve into the world of Windows and learn how to install, organize, maintain, and troubleshoot Windows XP, Vista, and 7. Examine and compare features and structures to gain a deeper understanding of how virtualization and virtual machines are utilized in modern networks. Learn about printers and printing technologies. Second of three courses in the CompTIA A+ Certification Exam Prep cycle. Move onto Advanced to fully prepare for the 220-801 and 220-802 exams

ONL 352–Advanced CompTIA A+ Certification Prep
Learn how to select, install, and service video, sound, and portable computers. Acquire essential wired and wireless networking skills and study all the aspects of computer security. Gain insight into adding mobile devices to a computing environment. Final of three courses in the CompTIA A+ Certification Exam Prep cycle for the 220-801 and 220-802 exams.

PRG 140–Programming Fundamentals
This course prepares a student with no previous programming experience or knowledge for an entry level programming class. It covers numbering systems, character sets, computer processor architecture, programming genealogy, and introduces the student to programming languages. Topics include: programming introduction, programming basics, data structures, algorithms, and programming applications. An overview and review of different complied and scripting programming languages is included. The course concludes with a series of programming exercises.

PRG 141–Web Design and Development
Learn the basics of web development! Designed for those with little or no experience in web development. This course covers basic programming structures, as well as some advanced front-end development techniques of HTML5 and CSS3. Responsive design techniques using Bootstrap are included. Efficient web construction and deployment techniques are demonstrated to enable the programmer to meet the highly flexible requirements of modern website needs. Students will learn best practice techniques for site and code management and construction. By the end of the course each student will have constructed an efficient, deployable, HTML5/CSS3 responsive website with interactive components driven by JavaScript and jQuery.

INT 171–WordPress Level I
This introductory hands-on course will focus on what WordPress is, what it can do, and how to use it for a blog, a website, or both. Students will work on WordPress site provided for them for use during the class. This class is perfect for staff responsible for a company WordPress website or blog.

INT 153–Website in a Day with Wix
No coding required website builder Wix helps you create stunning, functional websites within a matter of hours. This is accomplished utilizing a simple, intuitive drag-and-drop interface. Additionally, Wix is very secure and does not require updating, patching, or modifying of any software. Wix offers an easy-to-use interface allowing those without coding experience to create personal and professional websites with blogs, galleries, slideshows, online stores, contact forms and more. Wix benefits include, secure web hosting so users are not required to update, patch, or modify any software You will learn how to set up a free trial account with Wix, choose from Wix's over 500 professional website templates, add pages, a blog page, photos, and photo galleries. You'll also create a contact form, connect social media, and learn how to publish your site. Attendees will walk away having used this popular tool to create a website in a day. With Wix's built in support infrastructure you'll have the confidence to tackle your next project on your own. Website in a Day with Wix No coding required website builder Wix helps you create stunning, functional websites within a matter of hours. This is accomplished utilizing a simple, intuitive drag-and-drop interface. Additionally, Wix is very secure and does not require updating, patching, or modifying of any software. Wix offers an easy-to-use interface allowing those without coding experience to create personal and professional websites with blogs, galleries, slideshows, online stores, contact forms and more. Wix benefits include, secure web hosting so users are not required to update, patch, or modify any software You will learn how to set up a free trial account with Wix, choose from Wix's over 500 professional website templates, add pages, a blog page, photos, and photo galleries. You'll also create a contact form, connect social media, and learn how to publish your site. Attendees will walk away having used this popular tool to create a website in a day. With Wix's built in support infrastructure you'll have the confidence to tackle your next project on your own.

INT 152–Website in a Day with Weebly
Create an affordable, functional website without having to write code using Weebly's user-friendly drag-and-drop website builder. With Weebly you'll create multiple page mobile-ready websites, blogs, galleries, and ecommerce sites. Weebly also offers built in hosting and maintenance so there is no need to update software. You will learn how to set up a free trial account with Weebly, choose from Weebly's mobile responsive website templates, create pages or select from one of over 40 preset page layouts, add a blog page, photos, and photo galleries. When you change templates in Weebly all of your existing content transfers over. You'll also create a contact form, connect social media, and learn how to publish your site. You'll be amazed at how easy it is to create a website in a day. Weebly's flexibility allows you to customize your layouts and template designs making your site truly your own.

INT 151–Website in a Day with Squarespace
Want to create a beautiful, functional website without having to write a line of code? Squarespace website builder provides the tools which enable you to create multiple page mobile-ready responsive websites, blogs, galleries, and ecommerce sites. This is accomplished utilizing a simple drag-and-drop interface. Additionally, Squarespace is very secure and does not require updating, patching, or modifying of any software. Squarespace takes care of all of that for you! You will learn how to set up a free trial account with Squarespace, choose a beautiful designer website template, add pages, a blog page, photos, and photo galleries. You'll also create a contact form, connect social media, and learn how to publish your site. Squarespace has a style editor that helps you do all the custom styling without touching codes, from changing of background images all the way down to customizing thumbnail details. Attendees will walk away having created a website in a day, empowered to take the next steps on your own.

Project Management

MGT 381–Project Management Basics
Get introduced to the methods and techniques project managers use to effectively initiate, plan, control, and report on their projects! Managers with limited experience will learn project management concepts, terms, tools, and aspects of the project life cycle as described in the Project Management Institute's PMBOK Guide. Gain immediate application through in class exercises. Participants will have access to a virtual online study group. This course is recommended prior to taking the CAPM Certification Exam Prep. Course.

Note: Course materials are included in the price.

MGT 378–CAPM Certification Exam Prep
This course provides a comprehensive review of material covered in the MGT 378 - Project Management Book of Knowledge (PMBOK) Guide. Students will review and discuss practice test questions in order to attain a better understanding of what to expect when taking the CAPM exam. Upon successful completion of this course, participants will be able to apply for and obtain the CAPM certification.

Note: Course materials are included in price.

MGT 380–Introduction to Agile Project Management
This course introduces participants to the basic methods, tools, techniques, and terminology of Agile Project Management; as well as the rationale for adopting Agile methods (as opposed to traditional Project Management Methods). Agile Project Management is contrasted with traditional project management. The challenges of introducing Agile methods into organizations is also discussed. PDUs awarded meet the formal education requirements for both the PMP and CAPM exams.

Note: Course materials included in price.

MGT 382–SCRUM Master Certified
Scrum Master Certified (SMC™) professionals are facilitators who ensure that the Scrum Team is provided with an environment conducive to completing the project successfully. The Scrum Master guides, facilitates, and teaches Scrum practices to everyone involved in the project; clears impediments for the team; and, ensures that Scrum processes are being followed. This course prepares participants for the SCRUM Master Certification Exam with quality hands on training and exploration of case-studies. Course fee includes copy of the SBOK™ Guide and certification exam fee. Successful candidates will be awarded the Scrum Master Certified (SMC™) certification by SCRUM study after passing the certification exam. 16 Project Management Institute PDUs are awarded.

Note: Course materials are included in price.

CMS 327–Microsoft Project
Learn the principles of project scheduling using Microsoft Project. Students will examine the critical path method, task and milestone structure, resource utilization and Gantt chart analysis. Learn to create, modify and report on project schedules and to use the schedule to drive the project to successful completion.

Veterinary Assistant

Prerequisites: AccuPlacer testing into MA 82 and EN 52 or C or higher in college level Math and English courses. Minimum age of 18. High School Diploma or GED required.

VET 121–Veterinary Assistant I: Introduction to Veterinary Assisting
In this introductory course to veterinary assisting, students will discover the history of veterinary medicine and learn about the roles of veterinary team members. Basic laws and ethics relating to veterinary medicine and safety regulations in the workplace will be reviewed. Students will learn about proper front office management and medical documentation while practicing client relation and customer service skills. This course will also introduce students to medical terminology and how to obtain a patient history while utilizing skills for initial patient assessment.

VET 122–Veterinary Assistant II: Animal Systems, Restraint and Husbandry

The second course in the veterinary assisting series, this course will cover anatomy and physiology of the canine and feline species. Students will become familiar with interpreting behavioral cues from both dogs and cats to learn and demonstrate safe handling and restraint of the patient during the veterinary clinic visit. Animal husbandry and nutritional requirements for various species will be reviewed to understand how both relate to diseases that are commonly observed.

VET 123–Veterinary Assistant III: Diagnostics and Pharmacy

In the third course of the veterinary assisting series, students will learn the importance and use of common diagnostic tests and imaging techniques in clinical veterinary practice. Topics will include radiation safety, both film and digital x-rays, CT, MRI and ultrasound. The course will also include the basics of pharmacology, calculating drug doses and the use of various medications as they relate to body systems. Students will become familiar with the regulations pertaining to prescriptions and the dispensing of medication.

VET 124–Veterinary Assistant IV: Anesthesia, Surgery and Emergency
The fourth course in the veterinary assisting series, this class will cover the role of the veterinary assistant in anesthesia, surgery and emergency care. Learn about aseptic technique and how to apply it to the preparation of surgical instruments, the surgical suite and the surgical team. Students will learn about pre- and post-operative care of the patient, surgical terminology and suture removal. Discover the importance of quality nursing care and how to apply it to the principles of fluid therapy, medication administration and wound care. Triage of emergencies and critical patients will be discussed.

VET 125–Veterinary Assistant Clinical
In the fifth course of the Veterinary Assistant series, students will gain experience in a clinical setting while through a clinical rotation at local veterinary clinics, humane societies and animal shelters. Each student will complete 50 hours of clinical experience. This course is a clinical class and subject to clinic hours.

Academic Regulations

Check the college website, www.frederick.edu, for the most up-to-date student policies and procedures.

Academic Standards Policy and Procedures

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College"), with teaching and learning as its primary focus, strives to promote academic excellence in preparing an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality, innovative lifelong learning. In support of this mission, the Provost/Vice President for Academic Affairs (Chief Academic Officer) leads the College community in implementing the educational goals of the institution, and developing and upholding the academic standards and procedures of the institution to ensure academic excellence in instruction through the awarding of credit to our student body.

The College will establish academic standards in accordance with, but not limited to, the Code of Maryland Regulations (COMAR), the Maryland Higher Education Commission (MHEC), the Middle States Commission on Higher Education (MSCHE), and other state and federal statutes or regulations.

II. Definitions for the Purpose of this Policy and Procedures

A. **"Academic credit"** refers to the certification of a student's successful completion of a unit of a course of study. Academic credit does not include credit associated with developmental education.

B. **"Credit Hour,"** as defined by the MSCHE, refers to the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalence that reasonably approximates not less than one (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work for approximately fifteen (15) weeks for one (1) semester or the equivalent amount of work over a different amount of time. Instructional time is calculated using fifty (50) minutes as the "hour of instructional time." For example, in a 3-credit course, students experience at least thirty-seven and one-half (37.5) hours of in-class instructional time and should invest a minimum of seventy-five (75) additional hours of time-on-task. For hybrid courses, students can expect active instructional time and "time-on-task" coursework comparable to face-to-face courses with the same format and with the same number of credits. For online courses, students can expect one hundred twelve and one-half (112.5) hours of time-on-task coursework with the same number of credits.

C. **"Add/Drop"** refers to the process used prior to and at the beginning of the term when students need to alter (ex: add or remove a course) their schedules after they have initially registered.

D. **"Audit"** refers to an enrollment option chosen by the student in which class attendance is required but no grade or college credit is earned. A final grade designation of "AU" will appear on the student's academic transcript next to audited courses. AU grades may not be changed to letter grades (A, B, C, D, F, P, S) after an AU grade has been posted.

E. **"Academic Clemency"** refers to the ability of returning students to expunge prior unsatisfactory academic performance (D-F grades only) from their transcript. Academic Clemency may only be approved one (1) time per student per academic career.

F. **"Advanced Placement (AP)"** refers to a program created by the College Board, which offers college-level curricula and examinations to high school students in the United States and Canada. FCC grants college credit to students who obtain high scores on selected AP examinations. Accepted AP exams and required scores are listed in the Academic Catalog. Official score reports must be submitted to FCC for review or awarding transfer credits.

G. **"Articulation Agreement"** refers to officially approved agreements that allow students to apply credits they have earned in specific programs toward advanced standing, entry, or transfer into a specific program at another institution. These agreements outline the specific courses that count for transfer credit at the other institution, as well as the grades a student must earn in order to receive these credits.

H. **"Associate of Applied Science (A.A.S)"** refers to programs designed for immediate employment and career advancement within a particular area of study. Some A.A.S. degrees transfer to career baccalaureate programs.

I. **"Associate of Arts (A.A.)"** refers to a program of study with a concentration in arts and humanities which parallels the first two (2) years of study toward a bachelor's degree and is designed to transfer to four-year colleges and universities, or may be used as a standalone degree for employment.

J. **"Associate of Arts in Teaching (A.A.T.)"** refers to a program of study that provides the first two (2) years of courses and related qualifications needed to meet the entrance requirements to colleges of education in the state of Maryland.

K. **"Associate of Science (A.S.)"** refers to a program of study with a concentration in science, technology, engineering, and math which parallels the first two (2) years of study toward a bachelor's degree and is designed to transfer to four-year colleges and universities, or may be used as a standalone degree for employment.

L. The **"Catalog Year"** begins with the summer term and continues through the spring semester. Student program requirements are based on the Catalog Year in effect at the time they are admitted to FCC and students must follow the requirements outlined in this catalog unless they: 1) have been readmitted; 2) request a change in major or program of study, current or previous, not more than five (5) years old; or 3) request an assignment to a current Catalog Year. http://www.frederick.edu/class-schedules/catalogs.aspx

M. **"Certificate"** refers to a program of study at the freshman or sophomore level requiring a minimum of twelve (12) credits in a prescribed curriculum approved by the College. Courses required in certificate programs may be applied to the degree program in that area of study.

N. **"Certification"** refers to a credential granted by an external entity confirming that an individual has specific skills in a certain area. FCC offers programs and/or courses that prepare students for certifications, but FCC does not directly grant these certifications.

O. **"Class"** refers to a specific section of a course in which a student may enroll that has a beginning and ending date, a syllabus, and participation expectations.

P. **"College Level Examination Program (CLEP)"** refers to a group of standardized tests offered by the College Board which assesses college-level knowledge in several subjects and offers students the opportunity to receive credit for certain coursework after demonstrating their proficiency. A full listing of CLEP exams and the required scores to earn credit at FCC are listed in the Academic Catalog. Official score reports must be submitted to FCC in order for credit to be awarded.

Q. **"Course"** refers to a unit of study identified in the College catalog that is defined by a specific title, course number, and description, and for which credit may or may not be awarded.

R. **"Defense Activity for Non-Traditional Education Support (DANTES)"** refers to a national credit-by examination program providing students the opportunity to receive credit for college-level achievement. Official score reports must be submitted to FCC in order for credit to be awarded.

S. **"Departmental Exam"** refers to a comprehensive departmental examination which allows students to earn credit by examination in subject areas where no CLEP exam is available. Students pay an assessment fee for the exam to be scored prior to taking the exam. Upon successful completion of the departmental exam, credit is awarded.

T. **"Elective Courses"** refers to optional courses that students may choose to take as part of their degree/certificate program, which may count toward graduation requirements.

U. **"FCC General Education CORE Requirements"** refers to core courses that are required for all students in order to earn a college degree. Based on program, there are specific general education CORE requirements.

V. **"Grade Point Average (GPA)"** refers to a numerical measurement of a student's overall academic achievement which is calculated by multiplying the number value of the grade (or quality points) by the number of semester hours attempted, and then dividing the number of quality points by the number of credits attempted.

W. **"Graduation"** refers to the receiving or conferring of an academic degree or certificate. Degrees and certificates are conferred four (4) times per year. Commencement is the ceremony each May which celebrates the conferring of the degrees and certificates awarded that academic year. Students completing degree requirements and graduation at other times of the year may participate in the May Commencement Ceremony.

X. **"Graduation Application"** refers to the formal application process for all students planning to receive a certificate, degree, or Letter of Recognition. Students must complete and submit a graduation application by the designated deadlines published by the College.

Y. **"Hybrid Course"** refers to a course that combines online and on-campus classroom instruction.

Z. **"Independent Study"** refers to a course which permits students to follow individual interests beyond the limits of a more formalized course.

AA. **"International Baccalaureate (IB)"** refers to an international educational foundation providing education to primary, middle and high school students. Award of credit by FCC for IB participation is not automatic. Students must have official candidate score results sent to FCC for evaluation.

BB. **"Letter(s) of Recognition"** refers to a program of study available in selected career programs and requiring fewer, more specialized courses than a Certificate. These specialized courses may not be substituted, and students must submit a graduation application in order to be awarded a Letter of Recognition.

CC. **"Major"** refers to a student's chosen field of study, which requires the successful completion of a specified number of credit hours.

DD. **"Online course"** refers to a course taught entirely online. Instructor-student communication is facilitated by electronic technologies. Online classes require one (1) proctored exam with student picture ID. Not all FCC courses are offered online.

EE. **"Placement tests"** refers to a series of computer-based assessments that measure the reading, writing, and math skills needed for college-level coursework. Placement test scores help to determine what courses are appropriate for students.

FF. **"Portfolio Assessment"** refers to a process that enables students to effectively document prior learning acquired through employment, training, self-study, volunteer work, civic activities, etc. Students must demonstrate that they have acquired college-level skills directly related to the core learning outcomes of their program of study. Students pay an assessment fee for the portfolio to be reviewed. Upon successful completion of the portfolio review, credit is awarded.

GG. **"Program"** refers to a structured and coherent course of study with clearly defined objectives and intended student learning outcomes, requiring the completion of a specified number of course credits from among a prescribed group of courses, which leads to the award of a certificate or degree. All programs must be approved by MHEC.

HH. **"Student"** refers to an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes who has either paid or made arrangement for payment of tuition and/or fees.

II. **"Transcript"** refers to a student's academic record.

JJ. **"Transfer Credit"** refers to coursework completed at another college or university, provided that the other institution is accredited or recognized by the U.S. Department of Education. Transfer credit is also awarded through other FCC approved non-college programs, education and training.

KK. **"Withdrawal Period"** refers to the period of time in which students can withdraw from a course which occurs after the Add/Drop period and concludes on a specific date as published in the schedule of classes. When a student withdraws from a course, a designation of "W" will appear on his/her academic transcript.

III. Academic Standards

A. Awarding of Credit

FCC believes that learning is a lifelong process and knowledge is acquired in many different ways. FCC awards credits for coursework completed at accredited colleges and universities as recognized by the U. S. Department of Education. In addition to the traditional classroom setting, FCC recognizes that mastery of college-level knowledge and skills may occur as a result of non-credit training and non-traditional learning experiences such as employment, military training and experience, non-collegiate training programs, and advanced high school courses.

1. Transfer Credits

   a. No more than forty-five (45) credits in transfer may be awarded toward an Associate Degree. If the previous institution was under the quarter system, credits must be converted to semester hours; quarter hours are multiplied by two-thirds (2/3) to equal semester credit hours.

   b. Transfer credit awarded is based on the major a student has declared. Not all credits may be accepted depending on the student's declared major. If a student changes his/her major after the transfer evaluation, the student may request that his/her transfer record be reevaluated.

   c. Credits, not grades, are transferred into the College; therefore, grades from transfer courses are not calculated into the GPA at the College. Students submitting a grade of Pass from another institution must show that the equivalent of a grade of "C" or better was attained to have transfer credit awarded.

2. College and University Credit

   Credits may be granted for coursework completed at accredited colleges and universities as recognized by the U.S. Department of Education. Students must have submitted an admissions application to the College along with official transcripts from previously attended institutions to have credits evaluated.

   The College follows the MHEC General Education and Transfer Policies. In general, courses will be evaluated to determine equivalency to FCC courses. Courses not equivalent to FCC coursework can be transferred as elective credit assuming that the student's chosen major allows for elective credit. Credits will be awarded based on the following standards:

a. University System of Maryland College & University Credit – for students transferring from any University System of Maryland (USM) college, all applicable general education coursework with a grade of "D" or above will be accepted in transfer. For non-general education coursework from a USM college, grades of "D" will be accepted only if the calculated GPA for the block of non-general education transfer courses is 2.000 or higher. Grades of "D," however, will not be accepted for any course within a program of study that requires a grade of "C" or higher. A grade of "D" can be used to fulfill a prerequisite unless the prerequisite requires a grade of "C" or higher.

b. Non-University System of Maryland Colleges – for students transferring from outside of the University System of Maryland, grades of "D" will be accepted only if the cumulative grade point average from that institution is 2.000 or higher. Grades of "D," however, will not be accepted for any course within a program of study that requires a "C" or higher. A grade of "D" can be used to fulfill a prerequisite unless the prerequisite requires a grade of "C" or higher.

c. International College and University Credit – Credit may be granted for coursework completed at foreign colleges and universities based upon evaluation by credentialing services. The College recommends the use of American Association of Collegiate Registrars and Admissions Officer's (AACRAO) International Education Services or WES (World Education Services) for credentialing but does accept evaluations from other credentialing services provided that the credentialing service is a member of the National Association of Credentialing Evaluation Services.

3. Non-collegiate Programs

Credit may be granted for educational programs which apply to the student's FCC program of study successfully completed at non-collegiate organizations. The College uses A Guide to Education Programs in Non-Collegiate Organizations, compiled by the Commission of Education Credit of the American Council on Education (ACE) or the National College Credit Recommendation Service (formerly PONSI) as guidelines in awarding such credits. Other options to document prior learning may be available as described below. Official transcripts or supporting documentation for such credits must be submitted to the Welcome Center at FCC. No more than forty-five (45) credits may be earned through non-collegiate training.

4. Military Education and Training

Credits may be granted for a variety of formal military and educational programs. Programs must be described with credit recommendations in the ACE Guide to the Evaluation of Educational Experience in the Armed Services Official Community College of the Air Force transcripts, Joint Services Transcript (JST), or other military transcripts must be submitted to the Welcome Center. No more than forty-five (45) credits may be earned through military training and education.

5. National Examinations

Previous credit by examination is evaluated based upon the major chosen by the student on the admissions application. Only credits that are applicable to that major will be awarded in transfer. Therefore, if a student changes his/her major while attending FCC, he/she must request a re-evaluation based upon the new major.

Credits awarded through national examination are posted at the top of the official FCC transcripts under the heading "Transfer Credits." No more than a total of forty-five (45) credits by examination may be applied toward an associate degree. The national examination programs for which the College awards credit are:

a. Advanced Placement (AP) Exams

AP exams are subject matter examinations sponsored by the Educational Testing Services (ETS) and generally administered through high schools at the culmination of AP course offerings. The program provides an opportunity for high school students to receive advanced standing credit in college for college-level courses completed in high schools. Applicants for admission who have taken AP examinations should have an official scores report sent to the Welcome Center for evaluation and awarding of credit. A list of AP examinations accepted by the College and required scores is published in the Academic Catalog.

The awarding of AP credit is evaluated annually by the College.

b. International Baccalaureate (IB) Exams

IB exams are subject-matter examinations administered in high school international baccalaureate programs. The College will evaluate International Baccalaureate (IB) subject examinations with scores of 5, 6, or 7. A list of IB examinations accepted by the College and required scores is published in the Academic Catalog. Students must have official results sent to the FCC Welcome Center. Students may be awarded up to thirty (30) credits toward the associate degree. However, those planning to transfer need to consult with potential transfer institutions regarding each institution's policy on required scores and credits awarded. In order to receive credit for EN101, the student must have completed the IB diploma at his/her high school.

c. College-Level Examination Program (CLEP) and/or DANTES Subject Standardized Tests (DSST)

CLEP and DSST are national credit-by-examination programs providing individuals the opportunity to receive credit for college-level achievement acquired in a wide variety of ways. General and subject examinations are available in many different areas. FCC administers CLEP and DSST examinations to current and prospective students by appointment in the FCC Testing Center. Additional information can be obtained by contacting the FCC Testing Center. The Testing Center serves as the point of contact for CLEP and DSST.

6. Departmental Examination

If a CLEP exam is not available for a subject in which a student is knowledgeable or skilled, the student may contact the Department Chair or Program Manager overseeing the equivalent course at FCC for permission to receive credit for the course by examination. Courses for which an examination is not appropriate (laboratory, experiential, or interactive courses) are excluded. A departmental examination may be taken only once. Students pay an assessment fee before taking the exam. Students who pass a departmental examination with a grade of "C" or better, will earn the stipulated number of credits for the course. A transcript will show credit for the specific courses that were taken on a credit-by-examination basis; however, no grade will be recorded. Forms are available in the academic departments. No more than fifteen (15) credits total may be earned through departmental examinations.

7. Credit through Credential Assessment

Credits through credential assessment may be awarded for national and/or state certification or licensure. To earn credit through this option, the student must contact the program manager for that area. Credentials must be current and demonstrate that the student is in good standing with the certification and/or licensing agency.

A detailed explanation of the method used to determine credits for credential assessment must be included in the assessment and submitted by the program manager to the appropriate Associate Vice President for Academic Affairs, the Provost/Vice President for Academic Affairs, and the Registrar for approval.

8. High School Articulation Credit

FCC may develop articulation agreements with secondary school systems to award college credit for selected secondary coursework. To receive credit for these courses, students may be required to earn a specific grade and/or provide evidence of other supporting materials as stipulated in the agreement.

Articulation agreements are reviewed and updated annually by the Provost/Vice President for Academic Affairs.

To request articulated high school credit, students must initiate the request for credit within two (2) years of his/her graduation from high school. Students must be enrolled in an FCC class, and submit an official high school transcript documenting the date of high school graduation and the stipulated grade in the articulated course and any other required supporting materials to the FCC Welcome Center.

9. Portfolio Assessment

The portfolio development process provides students an opportunity to document college-level knowledge acquired from work, independent reading, training programs, volunteer activities, and other life experiences. The portfolio documents student-generated evidence of learning that satisfies an FCC degree requirement. Students pay an assessment fee for the portfolio to be reviewed by faculty or staff trained in prior learning assessment. No more than thirty (30) credits total may be earned through portfolio assessment.

10. Independent Study

The independent study process permits students to follow individual interests beyond the limits of a more formalized course. It also encourages self-discipline and scholarly development.

Students interested in independent study classes can apply by obtaining an independent study application from the Provost/Vice President for Academic Affairs or appropriate Department Chair and contacting a faculty member who is willing to supervise the independent study. Completed independent study forms must be submitted to the Welcome Center. Students must adhere to the add/drop dates in the schedule of classes.

Permission and faculty guidance is required to register for an independent study course.

11. Internships

Internships allow students to gain experience in a workplace as well as earn academic credit for structured learning that occurs through employment related to their academic majors.

To be eligible, students must meet the following guidelines:

a. Earned a minimum grade point average of 2.000 and

b. Be in an eligible FCC program and

c. Be within the last fifteen (15) credits in their college program

Requirements: Internship credits can be earned through either part-time or full-time employment. Part-time employment is normally carried on concurrently with part-time or full-time school enrollment. Hours of employment may vary according to the type of position. After receiving permission from the Internship Coordinator, students are able to register for either a 1, 2, or 3 credit internship course.

Details related to the internship experience are articulated online (http://www.frederick.edu/current-students/internship-program.aspx).

12. Reverse Transfer

Through reverse transfer, students who attended FCC and transferred to another institution prior to earning an associate degree may transfer credits earned back to FCC in order to complete an associate degree. To be eligible for reverse transfer, students must have completed a minimum of 25% of college-level credits at FCC and earned a 2.000 GPA while attending FCC. For reverse transfer consideration, students must submit an official transcript from the institution attended, as well as an FCC graduation application.

B. Change of Schedule

Students who wish to add or drop a course(s) may do so during the defined change of schedule and withdrawal period, respectively for each session. These dates are published in the schedule of classes.

1. Adding a Course

SStudents may add a course(s) to their schedule during the Add/Drop period for each session. Students must submit a completed Add/Drop form to the Welcome Center or they may add online via PeopleSoft. Students requesting to add a course after the change of schedule period must meet with the instructor who will make a recommendation to the Registrar. Students seeking late admission to an online course must contact the Office of Distributed Learning for approval to add a course after the change of schedule period.

2. Dropping a Course

Students may drop a course(s) with 100% refund during the drop period for each session. The dropped course will not appear on the student's transcript. Students must submit a completed Add/Drop form to the Welcome Center, or they may drop online via PeopleSoft.

3. Withdrawal

Students may withdraw from a credit course(s) after the defined Add/Drop period but before the published deadline in the Schedule of Classes. Students who withdraw from a credit course(s) will receive a grade of "W." The withdrawn credit course and the grade of "W" will appear on the student's transcript; however, no credit or quality points will be assigned. Students must submit a completed Add/Drop form to the Welcome Center or they may withdraw online via PeopleSoft. For further details, see the Student Withdrawal Policy and Procedures.

4. Co-listed Credit/Continuing Education

A student in a co-listed Credit/Continuing Education class may change from credit to Continuing Education or Continuing Education to credit during the session's add period. Students changing from Continuing Education to credit must meet all prerequisites.

C. Grading

1. Grading

a. Assessment methods resulting in the assignment of a grade, are determined by the Core Learning Outcomes of the course, learner characteristics, and setting. All Core Learning Outcomes should be assessed. The instructor should use a variety of assessment tools so that students with different learning styles will have an opportunity to demonstrate their mastery of the Core Learning Outcomes. Typical assessment methods include: objective quizzes and tests, essay (short and long answer) tests, papers and reports, journals, presentations, posters, projects, group work, case studies, portfolios, work sheets and lab reports. Course attendance or participation may be included in the course assessment methods. The number and types of assessments and the value assigned to each and grading scale must be included on the course syllabus. Faculty members are required to assign a letter grade to each student according to the following table and adhere to the final grade submission deadline for each session.

Grade	Evaluation	Quality Points
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
F	Failing	0
I	Incomplete	0
W	Withdrawal	0
AU	Audit	0
S	Satisfactory	0
U	Unsatisfactory	0
Z	In Progress	0
P	Pass (Equivalent to a grade of "C" or better)	0
DX	Clemency/Passing	0
FX	Clemency/Failing	0

b. Developmental courses in Math, English, and English as a Second Language (ESL) are assigned letter grades. Letter grades or grades of "S," "U," and "Z" used previously in developmental courses will not carry quality points.

c. A grade of "W" is recorded for students who withdraw from a class during the defined withdrawal period for each session. These dates are published in the schedule of classes.

d. A grade of "I" may be issued in the case of extenuating circumstances at the discretion of the instructor. This grade is issued only to the student whose work has been satisfactory but because of circumstances beyond the student's control, full requirements of the course remain unfulfilled at the time of grading.

i. Student should complete course requirements within the period of time prescribed by the instructor but no later than

(a) Eight (8) weeks following the fall or spring semesters

(b) Four (4) weeks following the summer term

(c) Two (2) weeks following the J-term

ii. In the event that the incomplete grade has not been changed by the instructor in the allotted time frame in section i. above, the Incomplete will automatically become an "F."

iii. In case of extreme hardship preventing a student from completing the course requirements within the prescribed period, the student may request more time from the faculty member. If more time is denied by the faculty member, the student may appeal to the appropriate Associate Vice President for additional time to complete the requirements.

e. P – A grade of "P" is equivalent to a grade of "C" or better. A few select courses are offered on a pass/fail basis. Students taking courses on a pass/fail basis are allowed a maximum of nine (9) such credits to be counted toward their degrees. Pass/fail course credits are not computed in the student's overall GPA.

f. DX – A grade of "DX" is recorded for a student who has been granted academic clemency for a "D" grade. The grade carries no quality points and is not included in the GPA calculation.

g. FX – A grade of "FX" is recorded for a student who has been granted academic clemency for an "F" grade. The grade carries no quality points and is not included in the GPA calculation.

h. AU – Courses taken for audit do not satisfy course or program prerequisites or graduation requirements. Regular tuition and fees are charged when auditing a course. A student registering as an audit student must meet all the required prerequisites. Audited courses do not count towards a student's enrollment status. A student may change from audit to grade basis (credit) through the last day to add courses for that session. A change from grade basis (credit) to audit may be made through the last day to withdraw for each session. Students registered as audit participate in the course; however, are not required to take part in assessments.

2. Computation of Grade Point Averages (GPA)

a. Semester Grade Point Average

The semester GPA is determined by multiplying the number of credit hours in each course attempted by the number of points corresponding to the final grade for the course. The total is then divided by the number of credit hours attempted during that semester. The semester GPA is computed only on college-level courses attempted at FCC. The grades of "I," "AU," "S," "U," "P," "Z," "DX," "FX," and "W" are not used in calculating the GPA.

In the case of repeated courses, courses with the "RP" designation are excluded from the semester GPA calculation; courses with the "RI" designation are included in the semester GPA calculation.

b. Cumulative Grade Point Average

The cumulative GPA includes all college-level courses and grades attempted at FCC and is determined in the same manner as the semester GPA.

In the case of repeated courses, courses with the "RP" designation are excluded from the cumulative GPA calculation; courses with the "RI" designation are included in the cumulative GPA calculation. Only the highest grade earned will be used in cumulative GPA calculations. The course included in GPA calculations is indicated on the student's transcript with the "RI" (Repeat Grade Included) designation. All repeated courses excluded from GPA calculations remain on the transcript indicated as "RP" (Repeat Grade Excluded). If the two (2) grades are the same, the most recent grade will be used in GPA calculations.

A student who successfully repeats a course for which transfer credit has been granted will have the transfer credits removed from the transcript.

Students may receive transfer credits for an FCC equivalent course for which they have received an "F" grade at FCC. However, the "F" grade will remain on the transcript and will be included in GPA calculations.

c. Hours Attempted and Earned

Hours attempted are the total number of credit hours in all college-level courses for which a student receives one of the letter grades listed under Grades and Quality Points.

Hours earned are the total number of credit hours in college-level courses for which a student receives a letter grade of "A," "B," "C," "D," or "P."

3. Grades and Quality Points

Quality Points per course credit hour are assigned to each letter grade. Quality points are a numerical equivalent of grades. Grades received in developmental courses are not assigned quality points and are not calculated in the grade point average. The numerical equivalency and impact on GPA are as follows:

Grade	Quality Point value	Included in GPA
A	4	Yes
B	3	Yes
C	2	Yes
D	1	Yes
F	0	Yes
W	0	No
Z	0	No
P	0	No
S	0	No
U	0	No
I	0	No
AU	0	No
DX	0	No
FX	0	No

4. Posting of Grades

Final grades for an academic session are due from the faculty within three (3) calendar days after the end of the session.

5. Attendance Reporting

The Federal Government mandates that institutions identify students who are receiving financial aid and are not attending class, and return those aid dollars to the federal government. Instructors are key in identifying these students and assisting the College with complying with Federal Title IV Financial Aid regulations.

Faculty members are required to report the student's attendance at the beginning of the session and report no later than the dates provided by the Financial Aid Office. FCC does not disperse federal funds to students until attendance is confirmed by the instructor. Faculty who do not report attendance by the established attendance due dates, will cause a delay to students receiving their financial aid awards. Faculty must also report the last date of attendance for students assigned "F," "W," and "I" grades.

D. Academic Progress

FCC is committed to assisting students in the pursuit of their academic goals. While students at the College are expected to take responsibility for their own progress, the College periodically reviews the academic progress students are making and identifies their appropriate academic standing.

1. Academic Progress Review

a. Students are expected to maintain minimum standards of academic achievement as indicated by both GPA and percentage of successfully completed credits.

b. Students will be subject to Academic Progress Review after attempting a total of twelve (12) cumulative credits.

c. All students enrolled as degree seeking, certificate seeking, and Open Campus are subject to Academic Progress Review. Students who are enrolled under the admission classification of Courses of Interest are not subject to Academic Progress Review.

2. Definitions

a. Successfully completed credits – The following grades represent successful completion of credit: "A," "B," "C," "D," "S," "P."

b. Unsuccessfully completed credits – The following grades represent unsuccessful completion of credit: "W," "F," "AU," "I," "Z," or "U."

c. Credits attempted – Includes all credits attempted (including developmental courses) and courses in which a grade of withdraw, audit, incomplete, or in progress is recorded.

3. Academic Standings

a. **Good Standing** – Students will be considered to be in good academic standing when their cumulative GPA is 2.000 or higher, and when they have successfully completed at least 50% of their cumulative credits attempted.

b. **Academic Alert** – Students are placed on Academic Alert when their cumulative GPA is less than 2.000, and/or they have successfully completed less than 50% of their cumulative credits attempted.

i. While on Academic Alert, students will be required to meet with an Academic Advisor to develop an Academic Success Plan designed to provide students with academic support to facilitate their success.

ii. While on Academic Alert, students will be required to have their registration approved by an Academic Advisor.

iii. While there is no credit restriction while on Academic Alert, students on Academic Alert at the time of pre-registration for a subsequent semester can only pre-register for six (6) credits until final grades for the current semester have been posted. Students who conclude the semester in Good Standing are then able to add additional credits to their semester schedule.

iv. Students who demonstrate academic progress while on Academic Alert, as evidenced by achievement of a minimum 2.000 semester GPA, and successful completion of at least 50% of semester credits attempted will be allowed to continue even though their cumulative GPA has not reached the required 2.000. Students will be assigned a standing of Academic Alert with Progress.

c. **Academic Alert with Progress** – Students who demonstrate academic progress while on Academic Alert, as evidenced by achievement of a minimum 2.000 semester GPA, and successful completion of at least 50% of semester credits attempted will be allowed to continue even though their cumulative GPA is less than 2.000, and/or they have successfully completed less than 50% of their cumulative credits attempted.

i. While on Academic Alert with Progress, students are not required to have their registration approved by an Academic Advisor.

ii. There is no credit restriction while on Academic Alert with Progress.

iii. Students on Academic Alert with Progress at the time of pre-registration for a subsequent semester can pre-register with no credit restriction.

d. **Academic Probation** – Students on Academic Alert or Academic Alert with Progress who fail to achieve a 2.000 semester GPA, and/or who fail to successfully complete at least 50% of semester credits attempted are placed on Academic Probation.

i. While on Academic Probation, students will be required to meet with an Academic Advisor to develop an Academic Success Plan designed to provide students with academic support to facilitate their success.

ii. Students who are on Academic Probation must have their registration approved by an Academic Advisor and will be limited to enrollment in six (6) credits.

iii. Students who are on Academic Probation will not be allowed to pre-register for the subsequent semester until final grades for the current semester are posted.

iv. Students who demonstrate academic progress while on Academic Probation, as evidenced by achievement of a minimum 2.000 semester GPA, and successful completion of at least 50% of semester credits attempted will be allowed to continue even though their cumulative GPA has not reached the required 2.000. Students will be assigned a standing of Academic Alert with Progress.

e. **Academic Suspension** – Students on Academic Probation who fail to achieve a 2.000 semester GPA, and/or who fail to successfully complete at least 50% of semester credits attempted will be academically suspended for one fall or spring semester, and any preceding J-term or summer term.

f. **Academic Dismissal** – Students who are subject to Academic Dismissal will be dismissed for a period of two (2) semesters, and any preceding J-term or summer term.

Students are subject to Academic Dismissal when:

i. satisfactory progress is not made in the first semester upon their re-enrollment following Academic Suspension; or

ii. the student has been placed on Academic Suspension for a second occurrence.

4. Re-admission Following Academic Suspension

a. Prior to re-enrollment, students who have been academically suspended must develop a plan to remediate their academic deficiencies and meet with an Academic Advisor. The Academic Advisor will develop an Academic Success Plan with the student identifying any academic requirements to be met including enrollment in developmental requirements, appropriate academic support courses, or use of academic support services.

b. If satisfactory progress is not made in the first semester upon his/her return, the student will be subject to Academic Dismissal.

5. Re-admission Following Academic Dismissal

a. Prior to re-enrollment, students who have been academically dismissed must develop a plan to remediate their academic deficiencies and meet with the Associate Vice President/Dean of Students. If approved by the Associate Vice President/Dean of Students, students meet with an Academic Advisor to develop an Academic Success Plan and identify any academic conditions of re-enrollment including enrollment in developmental requirements, appropriate academic support courses, or use of academic support services.

b. If satisfactory progress is not made in the first semester upon his/her return, the student will again be subject to Academic Dismissal.

6. Request for Withdrawal After the Deadline Due to Extenuating Circumstances

Students with extenuating medical/emergency/military circumstances that they believe requires them to withdraw from a class after the deadline for withdrawal should consult with the instructor of the class to request a grade of "I." Incompletes that are not satisfied within eight (8) weeks after the last day of fall and spring semesters, within four (4) weeks after the last day of summer term, or within two (2) weeks after the last day for J-term convert to an "F."

E. Change of Major

1. Students declare their major at the time of application and may change their major any time. Only one major may be declared at a time; however, students may apply for multiple degrees and certificates.

2. Students who wish to change their major must obtain permission from an Academic Advisor or Veterans Advisor (if applicable) to help clarify their new educational goals.

   Students will be advised that changing majors could result in completed courses not applying to their new major.

3. Students changing their major will be assigned to the current catalog year.

   a. Students requesting an exception to the assignment to the current catalog year need a written recommendation signed by an Academic Advisor, faculty advisor, Department Chair, or Program Manager with written justification for the request. This request must be submitted to the Registrar. The Registrar will review the request and make a determination based on the continuous enrollment status of the student.

   b. To ensure compliance with accreditation and licensing requirements, the student's clinical portion of an allied health program will be assigned to the current catalog year.

   c. Students will not be assigned to a catalog more than five (5) years old.

F. Course Repetition

The right to repeat courses in some programs is not automatic. Individual program requirements may limit course repeatability. Students failing to successfully complete a course in some programs may be denied the opportunity to continue in those programs.

A student should consult an Academic Advisor before attempting the course for the second time. No student may attempt the same course a third time without consulting the appropriate Department Chair, Program Manager, or designee. The fourth and any subsequent attempts of the same course will require the approval of the Provost/Vice President for Academic Affairs or designee.

Course repetition restrictions do not apply to courses which are identified in the FCC Academic Catalog as repeatable for additional credit. These courses may be repeated up to the maximum number specified. Some courses are exempt and are listed in the FCC Academic Catalog.

When a student repeats a course, the highest grade and corresponding credits awarded will be used in computing the GPA. If the two grades are the same, the last grade will count. All courses taken become part of the student's academic record and appear on the student's transcript. If a student receives an "F" in a course at FCC, and successfully completes the course at another institution, transfer credit may be awarded; however, the "F" grade received at FCC remains on the transcript and in the GPA calculation.

Students should be aware that federal financial aid regulations and veterans' benefits limit the number of times a student can receive federal financial aid for a graded course.

G. Graduation Requirements

FCC awards Associate degrees, certificates, and Letters of Recognition (LORs) to those students who complete a prescribed curriculum with a 2.000 grade point average or better. Students enrolled in the Associate of Arts in Teaching (A.A.T.) programs, however, are required to complete the prescribed curriculum with a 2.750 grade point average or better. Degrees, certificates, and LORs are issued four (4) times a year: August, December, January, and May.

The standard number of credits for an Associate degree from a public community college is sixty (60) credit hours.

The standard number of credits required for an Associate degree (i.e. 60) does not apply if 1) the degree program is defined as more than a two-year Associate degree; 2) professional accreditation requires a higher number of credit hours or requires coursework that cannot be completed in 60 credits; or 3) certification requirements result in a need for credit hours in excess of 60. MHEC approval is required for exceptions in excess of 60 credits.

1. Associate of Arts Degree (A.A.) and Associate of Science Degree (A.S.)

To be eligible to receive the Associate of Arts or Associate of Science degree, students must:

a. Successfully complete a prescribed curriculum as approved by the College with at least 60 credits.

b. Complete a core of at least 31 general education credits that will include the following:

   i. English Composition (EN101): 3 credits.

   ii. Arts, Humanities, Communications: 9 credits, three courses, one selected from each area.

   iii. Social and Behavioral Science: 6 credits, two courses, selected from different disciplines.

   iv. Biological and Physical Science: 7/8 credits, two courses, one must be a lab science.

   v. Mathematics: 3/4 credits, one course.

   vi. Interdisciplinary or Emerging Issues is an optional category that can fulfill the open general education elective requirement.

   vii. Open General Education Elective: 3 credits selected from any category of General Education courses above.

c. Cultural Competence Requirement: At least one course must be designated as meeting the College cultural competence requirement.

d. Health, Wellness, or Physical Education requirement: 1/3 credits.

e. Obtain a minimum grade point average of 2.000 (in addition, certain programs of study may require a minimum grade in designated courses).

f. Complete at least 25% of academic degree credits at Frederick Community College.

g. Complete a graduation application and submit to the Welcome Center.

2. Concentration within the Associate of Arts Degree (A.A.) or the Associate of Science Degree (A.S.)

To be eligible to receive a concentration within the Associate of Arts or Science Degrees, students must:

a. Successfully complete a prescribed curriculum approved by the College with at least 60 credits.

b. Obtain a minimum grade point average of 2.000.

c. Complete a core of at least 31 general education credits as outlined above. Complete between 12 and 30 credits in an approved area of concentration.

d. Cultural Competence Requirement: At least one course must be designated as meeting the College cultural competence requirement.

e. Health, Wellness, or Physical Education requirement: 1/3 credits.

f. Obtain a minimum grade point average of 2.000 (in addition, certain programs of study may require a minimum grade in designated courses).

g. Complete at least 25% of academic degree credits at Frederick Community College.

h. Complete a graduation application and submit to the Welcome Center.

3. Associate of Applied Science Degree (A.A.S.)

To be eligible to receive the Associate of Applied Science degree, students must:

a. Successfully complete a prescribed curriculum as approved by the College with at least 60 credits.

b. Complete a core of at least 20 credit hours of general education courses that will include the following:

i. English Composition (EN101): 3 credits.

ii. Arts, Humanities, Communications: 3 credits, one course.

iii. Social and Behavioral Sciences: 3 credits, one course.

iv. Biological and Physical Sciences: 3/4 credits, one course.

v. Mathematics: 3/4 credits, one course.

vi. Interdisciplinary or Emerging Issues is an optional category that can fulfill the open general education elective requirement.

vii. Open General Education Elective: remaining credits selected from any category of general education courses above.

c. Cultural Competence Requirement: At least one course must be designated as meeting the College cultural competence requirement.

d. Health, Wellness, or Physical Education requirement: 1/3 credits.

e. Obtain a minimum grade point average of 2.000. (In addition, certain programs of study may require a minimum grade in designated courses.)

f. Complete at least 25% of academic degree credits at Frederick Community College.

g. Complete a graduate application and submit to the Welcome Center.

4. Associate of Arts in Teaching (A.A.T.)

To be eligible to receive the Associate of Arts in Teaching degree, students must:

a. Successfully complete a prescribed curriculum as approved by the College.

b. Complete a core of at least 31 credit hours of general education courses as described in the program of study and meet all state requirements.

i. English Composition (EN101): 3 credits.

ii. Arts, Humanities, Communications: 9 credits, three courses, one selected from each area.

iii. Social and Behavioral Science: 6 credits, two courses selected from different disciplines.

iv. Biological and Physical Science: 7/8 credits, two courses, one must be a lab science.

v. Mathematics: 3/4 credits, one course.

vi. Interdisciplinary or Emerging Issues is an optional category that can fulfill the Open General Education elective requirement.

vii. Open General Education Elective: 3 credits selected from any category of General Education courses above.

c. Cultural Competence requirement: At least one course must be designated as meeting the College cultural competence requirement.

d. Health, Wellness, or Physical Education requirement: 1/3 credits.

e. Obtain a minimum grade point average of 2.750 and earn a "C" or better in all courses used to satisfy the A.A.T. program of study.

f. Complete at least 25% of academic degree credits at Frederick Community College.

g. Submit to the Welcome Center official qualifying scores from the SAT, GRE, ACT, AP, IB, Praxis 1: Pre-Professional Skills Test or Praxis Core. Students must also provide the Registrar's Office with qualifying scores on one of the state-approved basic skills tests for future teachers.

h. Qualifying scores are established for all Maryland institutions of higher education.

Students are strongly urged to consult with an Academic Advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require a higher grade point average as a condition of admission than that required to earn the A.A.T. degree.

i. Complete a graduation application and submit to the Welcome Center.

5. Certificate

To be eligible to receive a certificate, students must:

a. Complete a prescribed curriculum of at least twelve (12) credits as approved by the College.

b. Obtain a minimum grade point average of 2.000.

c. Complete at least 25% of the certificate credits at FCC.

d. Complete an application for graduation and submit to the Welcome Center.

6. Letter of Recognition

To be eligible to receive a letter of recognition, students must:

a. Complete a prescribed curriculum of at least six (6) credits as approved by the College.

b. No course substitutions are allowed.

c. Obtain a minimum grade point average of 2.000 in the courses required by the Letter of Recognition.

d. Complete at least 25% of the LOR credits at FCC.

e. Complete an application for graduation and submit to the Welcome Center.

7. Program Discontinuance

Following the discontinuation of a degree or certificate program, application to graduate under that degree or certificate program will be honored for five (5) years. Students must be continuously enrolled during the five-year teach-out period.

8. Additional Associate Degree or Certificate

a. Students wishing to earn more than one associate degree or certificate must fulfill all program requirements for each degree or certificate in accordance with college requirements. At the time of application for graduation, students must declare the catalog year under which they are requesting to be evaluated for degree completion. Students must select a catalog of an academic year during which they were registered and attended classes at the College.

b. Once a degree has been earned, a certificate in the same major will not be awarded

9. Dean's List

Students who have earned twelve (12) or more credits at the College are eligible to be considered for the Dean's List. At the end of the fall and spring semesters, the Provost/Vice President for Academic Affairs will publish a list of those full-time and part-time students who have completed at least six credits during the semester and have earned a semester grade point average of 3.500 or better.

10. Graduate with Honors

Students who have accumulated a grade point average of 3.500-3.7490 are awarded a degree with "Honors." A degree with "High Honors" is awarded to those students who have accumulated a grade point average of 3.750 or better. A Certificate will be awarded with "Distinction" to those students with a grade point average of 3.750 or higher.

11. Honors College

Students who complete twelve (12) honors credits (3 honors credits must be at the 200-level with an honors research project or completion of an honors independent study project) with an overall grade point average GPA of 3.250 or higher are eligible to graduate from the Honors College. Graduates receive a notation on their transcripts recognizing this achievement.

12. Commencement

Commencement is conducted each year in the month of May, but diplomas are awarded in August, December, January, and May. Diplomas may also be awarded at additional times for special programs at the discretion of the Registrar.

H. Course Substitutions

1. Substitutions of course requirements within degree and certificate programs may be considered under special circumstances; however, no substitutions of course requirements within letters of recognition are allowed.
2. Examples of circumstances which may warrant a course substitution include those instances when:
   a. a required course is no longer offered at the College;
   b. a student has taken a course so similar to a required course that completing the required course would be redundant; or
   c. a required course has been cancelled or is not scheduled to be offered soon enough that a student's ability to graduate in a timely manner is compromised.
3. A non-general education course may not be approved as a course substitute for a general education requirement. In all cases, students must meet the minimum requirements for graduation as determined by the MHEC and as approved by the College in the catalog year in which the student was assigned his/her major.
4. The number of course substitutions should be limited in order to maintain the academic integrity of the program. In no case may course substitutions constitute more than 33% of the program as this constitutes a substantial change in the curriculum as defined by MHEC.
5. Program Managers and/or Department Chairs must complete a Course Substitution form identifying the recommended course substitution which is submitted to the Registrar for review and final approval. In the event that the recommended substitution does not fall within the course substitution guidelines, the Registrar will consult with the appropriate Department Chair.
6. Students requesting a course substitution based on the presence of a disability may do so through the Services for Students with Disabilities (SSD) program. Information on the course substitution protocol is available from the SSD department.
7. Approved course substitutions are stored in students' PeopleSoft records and are reflected in the appropriate curricular requirement in students' degree audits.
8. Course substitutions should be requested, approved, and recorded prior to the last date to apply for graduation.

I. Academic Clemency

Academic Clemency provides students returning to the College an opportunity to address prior unsatisfactory academic performance. Academic Clemency expunges a limited number of "D" and "F" grades previously earned at FCC. Students will be made aware of the Academic Clemency procedure through the re-admission letter provided to them upon re-application to the College. Students who wish to apply for Academic Clemency will meet with a member of Counseling and Advising to discuss the procedure.

1. The following are conditions for requesting Academic Clemency:
   a. A student may only request Academic Clemency once.
   b. A student must have not attended FCC for two (2) years before he/she is eligible to request Academic Clemency.
   c. A student must demonstrate that he/she has the ability to benefit from college. Therefore, upon re-admission to the College, a student must achieve a minimum 2.000 GPA in all courses attempted by the end of the semester in which the student reaches at least twelve (12) attempted credits (6 of which must be general education credits) before being eligible to apply for Academic Clemency. Exceptions to this provision may be granted by the College Registrar.
   d. Only courses in which a grade of "D" or "F" has been earned will be considered for Academic Clemency.
   e. Developmental courses will not be considered for Academic Clemency.
   f. Courses that are required for the student's major are not eligible for consideration under the Academic Clemency procedure, therefore, students must repeat those courses. In accordance with the College procedure on repeating courses, the higher grade will be used in the calculation of GPA.
2. When a student has met the conditions of Academic Clemency, he/she will meet with a member of Counseling and Advising to develop an Academic Clemency plan and complete the Request for Academic Clemency form.
   a. The number of credits that may be considered for Academic Clemency will be determined on a case by case basis by a Counseling and Advising staff member working with the student. In no case can the number of credits exceed twenty-four (24) credits.
   b. The Counseling and Advising staff member will sign the completed Request for Academic Clemency form and forward it to the Registrar for final approval and recording.
   c. All course attempts will remain on the transcript. Courses that have been approved for Academic Clemency will be designated with the grade of "FX" or "DX."

Student Support Services

Alumni Services

Alumni services are housed in the Institutional Advancement office. The office maintains a database of active alums. The Alumni Association sponsors events for alumni and friends. For more information, call 301.846.2438.

Athletics

Mission Statement

The FCC Athletics Department promotes the academic and athletic growth of student athletes by offering opportunities to participate at a competitive level as part of a balanced intercollegiate athletics program. We serve the community by offering camps, clinics, and partnerships with outside groups. The department operates under the highest standards of integrity, equality, and sportsmanship.

Department Overview

Student athletes may compete in men's and women's soccer, women's volleyball and softball, men's and women's basketball, golf, and baseball. Frederick Community College athletic teams compete in two conferences, Maryland Junior College Conference (MD JUCO) and Region XX Conference of the National Junior College Athletic Association (NJCAA). The Maryland JUCO encompasses the seventeen Maryland community colleges, while Region XX of the NJCAA is comprised of Maryland, Western Pennsylvania and eastern West Virginia. Athletes have the opportunity to compete for All-JUCO, All-Region XX and All-American honors. Teams that win the regional tournament may participate in national competition. Information on graduation/transfer rates of student athletes is available online at www.frederick.edu/srtk. A hard copy of this report is also available in the Welcome Center, Athletics department, and the Associate Vice President/Dean of Students office.

Eligibility

Students who are interested in sports should check with the athletics office before completing registration to discuss establishing eligibility. Under NJCAA rules, developmental courses can be used to establish and retain athletic eligibility. All passing grades in developmental courses such as 'S' and 'Z' will be calculated as a 'C' and will carry the number of credits that were paid at registration. A passing letter grade of A, B, C, D in a developmental class will be calculated as the grade earned and will carry the number of credits that were paid for at registration on your athletic transcript for athletic eligibility purposes only. For further information, contact the athletics office at 301.846.2500.

Center for Teaching & Learning

The Center for Teaching and Learning (CTL) supports and enhances high-quality instruction and responds to the individual learning, teaching, and support needs of students, faculty, and staff. CTL encourages exploration and innovation in a variety of learning environments by sharing knowledge and providing tools and resources. The following programs and departments are coordinated within CTL: Faculty Professional Development, the Learning Commons, the Testing Center, International Education, and Distributed Learning.

Faculty Professional Development

Frederick Community College provides adjunct and full-time faculty a responsive, innovative system of professional development of teaching and learning reflecting the characteristics and needs of the FCC student and faculty.

Learning Commons

The Learning Commons provides convenient access to research resources, academic support services, study spaces, and technology in order to promote collaboration and inspire academic excellence. In this welcoming learning environment, students and faculty will find Library Services, the Tutoring and Writing Center, computers, learning technologies, and study skills workshops. The Learning Commons is on the second floor of Linganore Hall. For more information and online resources, consult the college website.

Library—The FCC Library offers a comprehensive library service program for students, faculty, and staff. A deep set of research resources supports the curricula and research needs of the College. Most content is digital, which allows for robust search options and off-campus access. Memberships in local, state, and national information networks provide extended research capabilities. The Library conducts a comprehensive information literacy program, with in-person and digital support of student learning needs .

The Library website provides the Library catalog, reference and research content, subject-based Research Guides, information literacy instruction, service request forms, and other information.

For information on hours, collections, and services, call 301.846.2444, or consult the Library website.

Tutoring and Writing Center--The Tutoring and Writing Center provides free tutoring and computer access to students currently enrolled in FCC courses. Academic support can help students develop important skills to better master course content, study more effectively, write more clearly, read more strategically, and overcome academic conflicts. The professional and peer tutors are trained to collaborate with students to help them develop their learning strategies, writing and reading techniques, and critical thinking skills. Students can work with a tutor individually, in small groups, or online. In addition, the Center conducts orientations and workshops for students and faculty. Topics may include reviewing for finals, avoiding plagiarism, stopping procrastination, or for faculty, designing writing assignments.

The Testing Center

FCC's Testing Center, in the Linganore Hall (L-104), is the central hub for campus-wide testing needs. The center is open six days a week. Call 301.846.2522, or consult the Testing Center website for specific hours and school closing schedule. Testing Center services include:

Placement Testing–All new students take placement testing in the Testing Center, unless exempted through SAT, ACT, or AP scores. Placement testing review materials and information on test-taking strategies are available in the Testing Center and through the Testing Center website.

ESL Placement Testing–All incoming students whose native (first) language is not English must take an initial placement test to determine English language proficiency at the time of enrollment. Students will then be referred to the ESL program manager at 301.846.2558.

Departmental Make-up Exams–In the event of a missed test, the Testing Center provides proctoring for departmental make-up exams by arrangement with the instructor.

Distance Learning Exams–The Testing Center has responsibility for distributed learning exams scheduled on campus. Individual instructors will communicate schedules and locations.

Students with Disabilities–The Testing Center has provisions for ADA accommodations. Students with disabilities who need accommodations for placement testing or departmental exams must contact the Director of Services for Students with Disabilities (SSD) at 301.846.2408 before coming in for a test.

CLEP and DSST–Both credit-by-examination exams provide individuals the opportunity to receive credit for college-level achievement. Examinations are fee based and are administered in the Testing Center by appointment by calling the Testing Center at 301.846.2522.

Community Proctoring Services–External distance and professional certification exam proctoring is a fee-based service that extends the Testing Center services into the community. Examinations are arranged through the Testing Center in conjunction with the student's educational institution or employer. Please contact the Testing Center Director for further information.

Distributed Learning

Students can expect that technology is utilized to enhance learning and promote information literacy. Online courses provide distance learning options for students. All campus-based course sections require access to the course Blackboard website. Students enrolled in those courses are expected to participate through the Blackboard format using their own or appropriate college-available computers.

Counseling & Advising

Mission Statement

Counseling & Advising strives to empower all students to achieve their personal, academic, and career goals by providing tools and resources to encourage self-directed learning. The office offers innovative, student-centered programs and services to meet the diverse and ever-changing needs of the community.

Department Overview

The Counseling & Advising Office has a wide range of services and resources to assist students with their career and transfer planning. Whether you need assistance exploring options, making decisions, preparing and implementing an action plan, and/or moving on to your next destination in reaching your career and transfer goals, we are here to help. For more information, call 301.846.2471.

Career Planning Services

The college offers many types of career planning assistance to help students make appropriate choices. Students who are not sure where to begin their career and college major exploration can visit the Counseling & Advising Office or make an appointment to meet with a counselor/advisor. The counselor/advisor may suggest a structured approach to career planning such as the course ACE 110–Career Assessment and Planning or ACE 111A–Introduction to Career Planning. To make an appointment with the Counseling & Advising Office, call 301.846.2471.

The Counseling & Advising Office has a variety of on-campus and online resources to help students with career planning. For students who want to explore careers on their own, the on-campus or online career center is an excellent place to start.

Students are able to engage in self-assessment activities to determine career fields which best match their unique attributes, interests, abilities, and work values.

As students progress through the career development process, a variety of resources are available to help them develop and reach career goals. The Counseling & Advising Office library houses a collection of books and materials on specific career fields, job-seeking skills and job-keeping skills.

Students are also encouraged to utilize the varied resources of the online career center. For more information, visit the Counseling & Advising Office Web page at www.frederick.edu.

Career Planning Courses

The three-credit course Career Assessment and Planning (ACE 110) is beneficial to students who need a comprehensive, structured approach to career planning. In this elective course, students will first assess their skills, interests, personality and values. Not only will they uncover many hidden talents, they will also identify what they need to be satisfied in a job. After completing this self-assessment, they will explore the occupational world for careers that match their attributes. In addition to developing decision-making skills, students will learn how to develop objectives and action plans to help achieve their goals.

Transfer Planning Services

From the time students select their first course, they are making decisions that greatly affect their transfer plans. For this reason, it is important that students work closely with an advisor for course scheduling and transfer planning.

The Counseling & Advising Office has a variety of print and electronic resources available to help with transfer planning. The center has Internet access so that students can view college websites and access online transfer resources. ARTSYS, a computerized articulation system created especially to help community college students transfer to Maryland four-year institutions, is available, as well as College Board, which is an online resource that enables students to conduct a college search using criteria such as major, size of enrollment, geographic location, cost and available student activities. College Source also allows students to view college catalogs from across the nation.

A library containing in-state and many close, out-of-state college catalogs and brochures is available for student use.

Transfer guides outlining the majors offered and requirements of the colleges to which our students most frequently transfer are maintained in the Counseling & Advising Office. Resource books such as Peterson's Guide to Four-Year Colleges, The College Board Guide to Campus Visits and College Interviews, and The College Board Index of Majors are also available.

Transfer workshops covering topics such as how to select a transfer school, the application process, transfer scholarships and practical information on the transfer process are offered throughout the year. Transfer counselors are also available to meet individually with students to help develop individualized transfer plans.

Throughout the year, opportunities are available for students to meet with representatives of four-year schools who visit the FCC campus. Both the Transfer Day Fair and the FCC-sponsored Frederick County College Night provide opportunities to explore potential transfer schools. Additionally, four-year college recruiters and advisors are available to meet with students in the Counseling & Advising Office on a weekly basis. The Counseling & Advising Office also sponsors several field trips to visit local colleges and universities each semester so students can tour campuses, meet with faculty, staff and students, and learn about transfer requirements.

The college makes every possible effort to provide access to the most current and accurate transfer information. However, students should always verify information with the intended transfer school. For more information, visit the Counseling & Advising Office Web page at www.frederick.edu. To schedule an appointment for transfer planning/advising, contact the Counseling & Advising Office at 301.846.2471.

Academic Advising

The goal of FCC's academic advising system is to assist students in developing academic plans consistent with their degree and/or career objectives. Advisors and Counselors are able to assist students in meeting requirements for degree programs both at FCC and transfer institutions, provide advice on good combinations of courses to take each semester to balance academic load, and make sure that students have the necessary prerequisites for courses to help ensure that students are successful.

All students are strongly encouraged to meet with an advisor prior to course registration each semester. Students who have been placed on probationary status are required to have an advisor's approval before registering for classes. In addition, students enrolling in college for the first time are expected to participate in the college's new student orientation program where they will have the opportunity to meet with staff to learn more about the college's offerings and resources and receive information pertaining to college policies and services. During the orientation program, students will meet individually with an advisor to plan their semester schedule and register for their classes

Allied Health Advising

Students interested in the college's allied health programs (medical assistant, respiratory care, associate degree nursing, practical nursing certificate, surgical technology program or nuclear medicine technology) are encouraged to meet with the Allied Health and Nursing Advisor. Individual appointments and information sessions may be available. For more information, call 301.846.2471.

Emergency Management Advising

Students interested in the college's Emergency Management programs are encouraged to request an advising session with the Emergency Management program advisor. Individual appointments may be requested through email at EmergMgt@frederick.edu.

Personal and Social Counseling

FCC offers counseling referral services to assist students with the many choices confronting them as they enter and progress through college. In addition, staff offer workshops on a variety of topics and serve as a resource for students and faculty. Contact the Counseling & Advising Office at 301.846.2471.

Developmental Education

FCC offers a range of support services, as well as developmental courses in English, reading, mathematics, and science. These courses are designed to help students who are identified through the college's assessment testing as needing additional preparation for college-level coursework

English as a Second Language (ESL)

FCC offers a series of English as a Second Language (ESL) courses that focus on listening, speaking, reading, writing, pronunciation and grammar. Contact the ESL program manager at 240.629.7925 to determine which courses meet specific needs. See instructions on how to apply and register for ESL classes on page 9. For community-based English as a Second Language classes, see page 149.

Job Search Assistance

The Counseling & Advising Office at FCC offers job search assistance to graduates and those students seeking part-time or full-time employment.

The office houses a variety of materials that can assist students in the job-seeking process including reference books, videos, and information on area employers. Students can access job openings via the online job board and view which employers will be visiting the Recruiter's Corner seeking job applicants for their open positions.

Students seeking job search assistance services can call 301.846.2471. For more information, visit the Counseling & Advising Office Web page at www.frederick.edu

Science, Technology, Engineering, and Math (STEM) Learning Center

The STEM Learning Center helps students succeed in their science, engineering and math courses. Students can drop-in for tutoring, for a quiet place to study, to ask questions, get help with calculators, or use supplemental resources.

The Center is staffed with faculty and tutors, as well as STEM learning assistants who are experienced FCC science, technology, and math students who can help you with beginning Algebra through Calculus, Statistics, Biology, Chemistry, and Physics.

The Center is open 8:30 a.m. to 8:30 p.m., Monday through Thursday during the fall and spring semesters. More information is available on the STEM Learning Center webpage.

Multicultural Student Services Program

Mission Statement

The Multicultural Student Services program at Frederick Community College provides a comprehensive support program that consists of academic planning, counseling, mentoring, leadership development and dynamic cross cultural experience to ensure the successful transition to college and completion of a college degree or certificate.

Overview

The Multicultural Student Services office provides students with caring mentors, academic support services, academic advising, career counseling, student leadership, and a series of activities which enhances or develops strategies for success. The program focuses on the success of multicultural students, but it is open to all interested students. The purpose of this program is to ensure a smooth transition to the college, to promote college attendance, and to increase the probability of success for each student. The Multicultural Student Services Program office is located in H-103. Call 301.846.2531 for additional information.

Office of Adult Services

Mission Statement

The Office of Adult Services at Frederick Community College provides services and support in identifying and achieving educational, career, and personal goals to adults in transition. The services include academic advising, needs assessment, career and personal adjustment counseling, financial assistance, workshops, and referral to College and community services. Specific services are offered to single parents, single pregnant women, and displaced homemakers.

General Overview

The Office of Adult Services (A-103) offers a variety of services for adults returning to college. Designed to ease the transition into the classroom for those who are returning to begin or complete a degree, acquire marketable skills or retrain for a new career, the office offers information and referrals to college and community resources, workshops on topics of interest for adult students, and special services for single parents and displaced homemakers. Please call 301.846.2483 for additional information.

Project Forward Step

Project Forward Step is a counseling, information and referral program designed to meet the needs of returning adult students. Funded by Frederick Community College and special project support from Maryland State Department of Education, the program provides special services for the following:

Single Parents–(working or non-working) who are unmarried or legally separated with custody or joint custody of a minor child or children.

Displaced Homemakers–adults who are unemployed or underemployed and experiencing difficulty in obtaining employment or suitable employment or have worked primarily without pay to care for home and family and need to upgrade or refresh marketable skills.

Program services are designed to help individuals increase and upgrade skills leading to employment or a career change. Services provided include intake interview and needs assessment; career counseling and academic advisement; support during transitions; workshops for adult students; referral to college and community services; financial assistance with tuition, books, child care and transportation; and job placement referrals. Call 301.846.2483 for more information.

Women's Center

The Women's Center (A-103) is a partnership between the Office of Adult Services and the Frederick County Commission for Women that provides Frederick County citizens with a centralized place to access information about and referrals to community resources and services, attend workshops, and be exposed to social and professional networking opportunities. In March, the Women's Center sponsors special events for Women's History Month. The Anne-Lynn Gross Breast Cancer Resource Center is now open in the Women's Center. Information about early detection, treatment and aftercare is available, as well as community resources and referrals. A breast cancer support group meets at 7 p.m. the second Thursday of each month. Call 301.846.2483 for more information.

Allied Health Academy

The Allied Health Academy provides training, educational supports, and consideration for financial assistance to eligible students who want to become certified nursing assistants (CNA), geriatric nursing assistants (GNA), or other select allied health occupations. Call 301.846.2483 for more information.

Services for Students with Disabilities

Mission Statement

The Services for Students with Disabilities (SSD) office at Frederick Community College assists and supports eligible students with disabilities. Student services may include academic advising, individualized accommodation plans, transition coaching, as well as workshops and programs. Students will be empowered to become self-advocates in order to achieve individual success at FCC and beyond. The SSD office provides community outreach and collaborates with agencies and resources to meet the diverse needs of students with disabilities.

Department Overview

Frederick Community College is committed to full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA). The college provides support services to maximize independence and encourage the integration of students with disabilities into all areas of college life through the Office of Services for Students with Disabilities. The particular needs of each student are considered on an individual basis. Reasonable accommodations are provided for qualified students with disabilities who self identify and provide documentation. Course standards are not altered but various support services are offered to ensure that students with disabilities can demonstrate their educational potential.

Students with disabilities are encouraged to contact the office as early as possible after applying for admission (301.846.2408). Reasonable accommodations, based on documentation, are then offered to qualified students for courses and for placement testing, if requested. Students in need of sign language interpreting services should contact the office two weeks prior to the beginning of classes to ensure services are in place. Students may call 301.846.2408 (voice), 240.629.7819 (voice), or email Interpreting@frederick.edu.

Assessment testing in reading, writing and mathematics is required for all students as part of the admissions and registration process. Students with disabilities should contact the Services for Students with Disabilities office (301.846.2408) prior to testing so that accommodations can be provided if needed. Please note that all placement tests are untimed.

Students with disabilities may apply for the same types of financial aid available to all eligible students. Any resident of Maryland who is out of the workforce because of a permanent disability as defined by the Social Security Act, the Railroad Retirement Act, or in the case of former federal employees, the Office of Personnel Management, and enrolls in a community college class that has at least 10 regularly enrolled students, may be eligible for a tuition waiver. The tuition waiver does not apply to fees. For specific guidelines related to this waiver, refer to Waivers and Tuition Reductions, page 209.

Student and Advisor Responsibilities in the Advising Process

Knowing what is expected of students by their advisors and, in turn, knowing what they can expect from their advisors, will help both parties involved to have a successful experience.

Student Responsibilities

1. The student has the responsibility to meet with an advisor during the early registration period of each semester.
2. The student is an active participant in the advisor/advisee relationship. As such, the student communicates concerns, needs, and problems in an effort to keep the advisor apprised.
3. The student accepts responsibility for making decisions and the consequences of those decisions.
4. The student is knowledgeable about college policies, procedures, and regulations, as well as program and graduation requirements. Sources of information include the academic catalog, the student handbook, and the catalogs of the transfer colleges, if appropriate.
5. The student schedules a preregistration advising appointment with an advisor to discuss program development in relation to course selection, major/career goals, and scheduling of classes.
6. The student has prepared in advance for the preregistration advising appointment; has reviewed courses suggested on the program page of the catalog for his/her major; has read course descriptions of these suggested courses and has reviewed the general education course requirements appropriate for his/her major; has reviewed the catalogs or guides for transfer requirements; has thought about course selections; and has made a tentative outline of courses and class meeting times.
7. The student understands the advisor is an information source. (When appropriate, the advisor may serve as a referral agent, helping the student to obtain assistance in areas of concern.)
8. The student has the responsibility to maintain a personal advising file which includes program requirements, advising notes, and other information disseminated by the advisor.
9. The student knows the office hours and location of the advisor.
10. The student is responsible for developing a realistic schedule that allows adequate time for studying, reading, writing research papers, etc., and takes into consideration the student's work schedule, commuting time, family responsibilities, and other non college demands.

Advisor Responsibilities

1. The advisor meets students during the registration period to help them formulate appropriate educational plans.
2. The advisor creates a caring relationship conducive to open communication and trust.
3. The advisor assists students in identifying educational and career goals.
4. The advisor assists students in developing an academic plan which actualizes goals and objectives consistent with the students' abilities and interests.
5. The advisor is knowledgeable about college policies, procedures, prerequisites, and college regulations, as well as program and graduation requirements. The advisor is familiar with academic requirements of receiving institutions for transfer purposes.
6. The advisor encourages students to take an active role in planning their academic programs, and guides in the selection of courses which fulfill the liberal arts core requirements, major course of study requirements, and appropriate electives.
7. The advisor serves as a primary communication source for students, providing current information about academic policies, procedures, regulations, and programs.
8. The advisor has knowledge of college referral sources and services (such as tutoring, developmental support courses, study groups, or counseling) which may assist students in their educational, career, and/or personal development. When appropriate, the advisor may act as a referral agent.
9. The advisor listens and facilitates students' growth in the areas of academic, career, and personal concerns.
10. The advisor confronts students openly and honestly on issues of integrity, academic honesty, behaviors, rights, and responsibilities.
11. The advisor ensures that a record of the advising notes is kept.

Student Technology Help Desk

IT Service Desk

The IT Service Desk office assists students with navigating FCC technologies. We provide student support designed to guide students through basic logins, including myFCC E-mail, Blackboard, PeopleSoft, FCC Alert, basic wireless access, password resets, accounts synchronization, and on campus remote assistance.

The IT Service Desk can be reached by phone at 301.846.2509, live chat and online requests by visiting www.frederick.edu/support , or by visiting the suite L-206.

Computer Labs

The Macintosh Computer Lab, located in the F Building (F-107), is open to students enrolled in Computer Graphics and Digital Photography classes. The lab offers color printing and scanning. Large format color printing is available. For printing sizes and prices, contact the Bookstore. Software includes Adobe Photoshop©, Adobe Illustrator©, Adobe InDesign©, and Adobe Dreamweaver©. Hours of operation are posted on the lab's doors.

Welcome Center

Official Transcript

All transcripts issued by the college are free of charge. An official transcript is issued only by the Welcome Center and is sent to the receiving party by mail or through electronic transmission designed/monitored by the Maryland State Department of Education. Students may request transcripts by filling out a request form or online by logging into their PeopleSoft student account. An official issued-to-student transcript may be provided in a sealed envelope upon request. Students must show identification to obtain an official transcript. It is provided on security paper containing the college's seal and the authorizing signature. Official transcripts will be prepared within three (3) business days of received request. A raised seal is not required. The College reserves the right to impose a reasonable waiting period for providing transcripts. Request forms may be downloaded from the college's website, www.frederick.edu.

Unofficial/Issued to Student Transcripts

Unofficial transcripts are available on the web. An unofficial student transcript may be issued by the Welcome Center. Students must show proof of identification to obtain an unofficial transcript. The unofficial transcript is printed on plain white paper and is not considered official for the purpose of transfer credit.

Parking Stickers

Parking stickers are issued by the Welcome Center once registration is completed.

Student ID

All students will be assigned a student identification number when they are admitted to FCC. ID cards are issued by the Welcome Center once a student has registered for credit courses.

ID cards are required for library services, registration, and admission to college events.

Transfer Evaluation for Students

Transferring into FCC

Students who earned credit at other institutions and/or the military should provide an official transcript to the Welcome Center in Jefferson Hall. Transfer evaluations are completed within 7-10 business days (longer during peak times). Students will receive an email to their MyFCC account when the evaluation is complete.

Center for Student Engagement

Mission Statement

The Center for Student Engagement at Frederick Community College provides an atmosphere on campus that invites and encourages all members of our campus community to celebrate the richness of the human experience. Through social programming, personal/professional leadership development, and the exploration of personal interests, the CSE promotes respect and appreciation among our students, faculty and staff for self and others and an understanding of our shared responsibility to create an environment that celebrates learning.

Department Overview

At FCC we know your time in the classroom is only one part of your "college experience." The Center for Student Engagement offers you exciting opportunities to interact with other students, cultivate your leadership skills in a variety of ways, and strengthen your knowledge and understanding of academic disciplines through applied co-curricular activities.

Student life incorporates much more than classroom instruction. As a supplement to the academic experience, the Center for Student Engagement offers students the opportunity to acquire or further develop leadership skills through participation in a broad array of co-curricular programs. Clubs and organizations on campus are as diverse as the student population, offering students the opportunity to participate in program events, meet students with similar interests, or simply enjoy quality entertainment both on and off campus.

Participation in leadership conferences and service projects provides students with hands-on experience and is a dynamic and vital component of student engagement. Information about leadership development, campus clubs and organizations, how to start a new club or organization and a current calendar of special events can be obtained by visiting the Center for Student Engagement, Student Center, or by calling 301.846.2488.

Campus Clubs

Student clubs and organizations contribute to the development of the student and enrich campus life. FCC campus clubs and organizations are student generated and student run. While faculty advisors are on hand to assist with logistics, students program and direct all club activities and events. With over 30 student organizations currently recognized, there are social, recreational, and academic clubs that support almost any interest. If there is an interest in starting a new organization, students are welcome to stop by the Center for Student Engagement for information and support. A current list of all active clubs and organizations can be found in the Center for Student Engagement or on the FCC website under clubs and organizations.

Community Service

With community as our middle name, FCC values opportunities to engage all learners in valuable service to others. Not only does volunteer service benefit the community, it builds outstanding skills and strong resume interest for engaged students. To support this active student engagement, the Center for Student Engagement houses a service learning center that provides volunteer and community service placement opportunities for all members of our campus community. Whether you've been assigned a service learning project in a class or you simply want to give back to the community, placement opportunities are abundant. Students are welcome to utilize our free placement service to help match interest to need for a long-term community service commitment or simply stop by to participate in monthly service projects on campus. Regardless of the level of commitment to service, FCC's Center for Student Engagement staff will work with you to find your perfect placement. Students who have received a Meritorious Service Certificate from a Frederick County Public School are invited to apply their meritorious service hours for recognition at FCC. The Center for Student Engagement acknowledges outstanding student service at the annual Recognition Awards Ceremony in May.

Co-curricular Programs

Because FCC values the profound learning opportunities that exist outside of the classroom, programs, events and activities are specifically designed by a diverse planning team to give students an opportunity to relate academic subject matter to real life situations. These co-curricular programs serve as a complement to in-class instruction, and engage students in exciting, thought provoking, and multi-discipline activities. Students play a critical role in shaping these offerings by recommending workshops, lectures, trips, and experiences that enhance classroom knowledge and most faculty recognize the value of these learning opportunities by offering extra credit for student participation. Co-curricular events and activities are posted in the student/faculty calendar, which can be found in the Center for Student Engagement, or can be found on the FCC website under Events.

Leadership Development

FCC values shared governance, meaning all members of the campus community have a voice in the decision-making process at FCC. The student voice is channeled through the Student Government Association, and every student on campus is considered a member by virtue of enrollment. While suggestions and opinions can be shared openly without organized involvement in SGA, opportunities exist for students who wish to take their leadership to the next level.

The SGA holds elections each year to solicit leadership on many levels. Officers are needed for service on all-college committees and task forces, leadership within campus clubs and organizations and within the SGA itself. No prior leadership experience is necessary, only the desire to make a difference, and the commitment to see the responsibility through.

Leadership is rewarded through nomination for national recognition, letters of recommendation, and resume interest. Students who are involved on campus are also highly sought after by four-year transfer institutions, local businesses, and community service providers.

To further support student leadership, FCC has created the Leadership Legacy, a training for all students who are interested in developing their leadership skills regardless of previous experience or involvement. The program is designed to give students an opportunity to develop their leadership skills on a personal, group, and community level. Through participation in the program, students will build a portfolio demonstrating their leadership skills and involvement and establish an excellent network of connections to students, college faculty and staff, and community members. Participants will learn more about themselves and the skills they need to become better leaders. In addition, FCC is a proud participant in the Maryland Community College Activities Directors Association and the Association of College Unions International. Through membership, student leaders participate in a series of high quality, state, regional and national leadership workshops, seminars, and retreats. These leadership experiences are underwritten by the Center for Student Engagement to further support and acknowledge volunteer service and leadership.

Recognition and Awards

Celebration of achievement is one of our core values. Each May, at our annual Spring Recognition and Awards Ceremony, students are publicly recognized and lauded for academic achievement, volunteer service, and campus leadership. Students may earn distinction for their contributions through faculty or staff nominations and may be eligible for nomination to several internationally recognized honors and awards programs such as Who's Who Among Students in American Community Colleges; Phi Theta Kappa International Honors Society; the USA Today Academic All Americans; and the United States Achievement Academy's Academic All American Scholars and Leaders. Specific criteria for national honors can be found in the Center for Student Engagement, in the student handbook, or on the FCC website under Student Life.

Graduation Awards

During Commencement week, numerous awards are made by various organizations in recognition of outstanding achievement by the year's graduates. Among those of recent years have been the following:

- Dr. Patricia Stanley Exemplary Community Service and Leadership Award
- Dr. Lee John Betts Student Leadership Award
- Marjorie Betts Citizenship and Family Award
- Dr. Henry P. and M. Page Laughlin Annual Distinguished Scholarship Award
- Phyllis Hamilton Award for Academic Excellence in English Literature
- Lindblad/Longman "We Are One" Award
- Award for Academic Excellence in the Business Transfer Curriculum
- Award for Academic Excellence in the Business Career Curriculum
- Career & Technology Awards
- Frederick Woman's Civic Club Award for Academic Excellence in History
- Martin Kalmar Award for Academic Excellence in Mathematics

Student Government Association

The student government association (SGA) is designed to represent student opinions and concerns on campus. SGA is the students' voice on issues concerning campus life and a relay system of information between college committees and the general student body. Leadership opportunities exist for students interested in serving as officers to the student government association and/or students wishing to take part in campus-wide committees and task forces. The executive committee of the SGA consists of president, vice president for public relations, vice president for administration, vice president of communications, and vice president of finance. Students interested in leadership positions are invited to stop by the SGA office, H-106.

An essential component to the success of the SGA is active participation in the college governance process. The SGA appoints interested students to serve as representatives to the college senate and college-wide committees and task forces. While previous student government experience is helpful, all students with interest, commitment and enthusiasm are encouraged to participate. In addition to the leadership skills student representatives develop, indication of active participation is always an excellent highlight on résumés and applications for admission to four-year colleges.

Student Publications

FCC has two major student publications. The FCC Commuter is the college's student newspaper and the Tuscarora Review is the magazine of the creative arts.

The FCC Commuter is a student publication and is a designated forum for student voice and opinion on campus events and related issues. The FCC Commuter is also a co-curricular program working cooperatively with FCC journalism classes. However, all students are welcome to work on the paper regardless of previous experience. Working on the paper offers practical experience for writers, photographers, graphic designers, marketers and public relations students. For more information, contact the advisor, Magin LaSov Gregg at 301.624.2728.

The Tuscarora Review consists of literary (poetry, fiction, essay, one-act plays) and fine arts (ceramics, mixed-media, 2D and 3D art, graphic design) contributions from students and staff. The Tuscarora Review has recently won several national awards. Student contributions are encouraged. For more information, contact Ramon Jones at 240.629.7837.

Voter Registration

Frederick Community College encourages all students, faculty, and staff to exercise their privilege and right to vote in national and local elections. Voter registration forms are available in the Center for Student Engagement (Student Center, H-101), or in the Welcome Center (Jefferson Hall).

Wellness

FCC promotes wellness in both its students and staff through on-going programming and access to healthy exercise programs. The weight room is open day and evening hours for all registered students, faculty and staff. Assistance in developing programs to help with cardiovascular and muscular functions is also available. FCC offers courses in yoga, aerobics, weight training, tennis, golf, volleyball, and fencing, along with fitness for living and health education theory courses.

For more information on any of the above student life programs, students should contact the Center for Student Engagement at 301.624.2793.

Campus Life

Bookstore

The Bookstore at FCC is open year round Monday through Thursday from 8:30 a.m. to 7:00 p.m. and Friday from 8:30 a.m. to 1:00 p.m. Additional hours, including some Saturdays, are added at the beginning of each semester. The Bookstore is closed when the college is closed. Please see our website, bookstore.frederick.edu, for the most current information about hours.

The Bookstore sells course materials, school and art supplies, backpacks, culinary and allied health uniforms and equipment, clothing, gifts,greeting cards, stamps, bus passes, meal cards for the Cougar Grille, and much more. Some course materials are available to rent. Please see our website, bookstore.frederick.edu, for more information about what books are needed for your courses. Information on our website is accurate as we post it but is subject to change. In addition to using the website for information, you can order your books through our website and have them shipped to you or held for pick up in the store. Students must come to the store and show a picture ID to rent a book or to charge purchases to financial aid. Those transactions cannot be done through our website.

A textbook buyback is offered at the end of each semester. You may be offered money for books which can be used at FCC the following semester or which have value on the national market. Visit our website, bookstore.frederick.edu, for buyback dates and other information.

The Bookstore at FCC accepts cash, checks (no starter checks, please), VISA, MasterCard, Discover, American Express, and charges to financial aid

Campus Security

FCC places a high priority on maintaining a safe, secure learning and working environment. The security office (Student Center, H-116) is committed to the safety and welfare of all students, employees, and visitors. For safety and protection, security staff are on campus 24/7. Exterior emergency help phones are located adjacent to sidewalks of parking lots (#1–Bus stop, #2–lot 1, #3–lot 3, #4–lot 4, #5–lot 6, #6–lot 7 south, #7–lot 7 north, #8–lot 9, #9–lot 10, #10–lot 11 north, #11–lot 14 north, #12–lot 14 south).

Press the button and security will respond immediately. Help phones are throughout all buildings; they may be used to dial campus numbers only. Call 2453 for the security office.

Campus Crime Report

In compliance with Title II of the Crime Awareness and Campus Security Act of 1990, information related to crime statistics and security measures is posted throughout the college and is available to students in the most current Student Handbook and on the college's Internet website. Individuals may also request a paper copy of either the college's safety and security policies or campus crime statistics at the college's security office located in the Student Center 301.846.2453). The report contains information about campus security issues and ways students and staff can help ensure their personal safety. It also contains statistics on crime rates for the past three years.

College Closing

During inclement weather, the following area radio and television stations will be notified by 5:30 a.m. to broadcast announcements concerning cancellations, closings, and delays:

WFMD (AM 930)	WFRE (FM 99.9)
WAFY (FM 103.1)	WARX (FM 106.9)
WJZ-TV (CH. 13)	WUSA-TV (CH. 9)
WTTG (CH. 5)	WHAG-TV (CH. 25)
NEWS4 (CH. 4)	ABC (CH. 7)
NEWS Channel 8	WBAL (CH. 11)
WTOP (FM 103.5)	DC101 (FM 101.1)

Sign up for FCC Alert to receive instant alerts direct to your cell phone and/or e-mail account. Students can sign up at www.frederick.edu. Students and staff may also call the FCC switchboard, 301.846.2400, visit the website (www.frederick.edu), or FCC Facebook page for the latest FCC inclement weather announcement. See the Student Handbook for more information.

College Information Center

The College Information Center supports all offices of the college by answering the switchboard and providing information to all callers and visitors to campus. In addition, the Information Center can assist students with applications to the college, registration activities, and transcript requests.

Dining Services

Our mission is to provide premier dining services to the college community and campus guests through outstanding quality and choice of food with superb customer service.

Dining Services manages three venues on campus: the Cougar Grille, Smooth Joe's, and A Taste for All Seasons Catering. Vending is also part of the dining services department operated by Pepsi and Royalle Vending Services. The management office is located in the Student Center in room H-115G. For information on any of our services, contact Donna Sowers at 301.846.2466/dsowers@frederick.edu or Jean Page at 301.624.2794/jpage@frederick.edu or Cindy Peyton at 301.624.2738/cpeyton@frederick.edu or drop by our office. Suggestions or comments on our venues are always welcome; there is an online suggestion/comment form available at www.frederick.edu. For the most up-to-date information, operating hours, menus for each venue, and special events, check the college website at www.frederick.edu then click on Resources, then click Campus Resources, then click dining services to go to the dining services home page.

Meal Cards

You can purchase meal cards at the Cougar Grille or Smooth Joe's for any denomination five dollars and up. Purchase a meal card for $50.00 and receive a coupon good for $5.00 off any purchase at the Cougar Grille and Smooth Joe's. If you purchase a $100 meal card you will receive two $5.00 coupons. Meal cards are sold and valid at the Cougar Grille and Smooth Joe's. See the cashiers at both locations for further details and to purchase your meal card. Meal cards can now be purchased online at www.frederick.edu. Meal cards can also be purchased at the Frederick Community College bookstore. Purchase your meal card during the first two weeks of the fall and spring semesters and receive a free mug and a coupon for a free drink. Use your mug for refills at the Cougar Grille for fountain drinks, coffee, or cappuccino; and coffee at Smooth Joe's and save over $100 each semester.

Cougar Grille

Located in the Student Center (Building H)

- Open fall & spring semesters:
  Monday–Thursday, 8:00 a.m.–5:00 p.m.;
  Friday, 8:00 a.m.–1:30 p.m.
- Open summer:
  Monday–Friday, 8:00 a.m.–1:30 p.m.;
  (Please note: hours are subject to change)

The Cougar Grille is open to all students, faculty, staff, and the general public. The attractive dining room features large windows with seating styles to fit every taste. The Cougar Grille features made-to-order omelets and breakfast sandwiches from 8:00 a.m.–10:30 a.m. For lunch and throughout the day, look for custom-made deli sandwiches, subs and wraps, made-to-order sandwiches hot from the char grille, French fries, Tyson chicken tenders, and more. Build your own salad from the fresh salad bar or grab a salad, wrap, sandwich, yogurt parfait, pudding, dessert or hummus cup from our large grab & go area. Stop by Chef's Alley for a made-to-order hot lunch or try one of our chef prepared hot features. Try our individual pizzas cooked fresh at the deli. Stop by for a quick snack or drink. Fresh made sushi made fresh daily Monday - Friday by the Saikou Sushi chef.

Smooth Joe's

Located in the Cougar Grille Dining Room, first floor of H Building

- Open fall & spring semesters:
  Monday–Thursday, 7:30 a.m.–8:00 p.m.;
  Friday, closed
  Saturday, 7:30 a.m.–1:00 p.m.
- Summer: Monday-Thursday, 4:00 p.m.–8:00 p.m.
  (Please note: hours are subject to change)

Looking for the 'Seattle-style' coffeehouse experience? Visit Smooth Joe's for your favorite hot or cold beverage customized to your taste. We feature a full menu of espresso drinks, fresh-brewed coffee, and hot teas, and Big Train Smoothies. For your enjoyment and convenience, we also offer a wide selection of pastries, bagels and desserts, delicious house made deli wraps, salads and sandwiches, yogurt parfaits and fresh fruit, and more!

A Taste for All Seasons Catering

A Taste for All Seasons Catering services special events for internal and external groups using campus facilities. A Taste for All Seasons catering offers everything from coffee service to boxed lunches to fully catered buffets for groups of 10 and up. Phone Donna Sowers at 301.846.2466 or by email at dsowers@frederick.edu or phone Jean Page at 301.624.2794/jpage@frederick.edu or Cindy Peyton at 301.624.2738/cpeyton@frederick.edu for further information. You can view our catering brochure at www.frederick.edu , then click on Student Resources, then click on Dining Services/Catering. You can also place your catering order at www.frederick.edu by using the convenient online reservation form.

Vending

Vending machines are conveniently located in many locations on campus and at the Monroe location. If you encounter problems with a machine, please notify the dining services management office at 301.846.2466 or 301.624.2738 so that a repair call may be placed. Refunds are available at the Cougar Grille during normal operating hours.

At the time of print all information provided here is correct but is subject to change based on market and budgetary conditions.

Photo ID and Parking

Photo ID

Students get their ID cards in the Registration & Records Office, J-101. ID cards are used by dining services, the library, the Testing Center, and must be shown when doing business with the college (e.g.,picking up transcripts, paying bills, etc.).

Parking

All enrolled students may get a parking sticker, at no cost, in the Registration & Records Office, J-101. Students may park in any space not designated as staff parking or other unauthorized spaces such as handicapped or reserved spaces. Students parking in unauthorized spaces will be issued citations and vehicles parked illegally, disrupting traffic flow, or creating a safety hazard will be towed at the owner's expense. In addition to our many parking lots, FCC has a three-story, 350-space parking deck for students.

Policies & Procedures

Selected policies and procedures are currently under college-wide review. Please check the Student Policies and Procedures under Current Students on the college's website (www.frederick.edu) for revisions.

Alcohol, Tobacco, Opioids and Other Drug Use and Awareness Policy and Procedures

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College") is committed to an alcohol, tobacco, and drug-free learning and working environment. Frederick Community College adheres to the responsibilities set forth in applicable local, state, and federal laws. All members of the College community, visitors, guests, and volunteers are required to comply with this Policy and Procedures.

The College provides education and prevention resources related to the use of alcohol, tobacco, opioids, and other drugs. The College utilizes educational strategies to increase awareness of drug, alcohol, or tobacco use. In response to the nationwide heroin and opioid epidemic, incoming full-time students are required to participate in prevention awareness training, and incoming part-time students are provided with resources that alert and educate them regarding heroin and opioid addiction and prevention.

Any student or employee who uses illegal drugs or alcohol, or abuses any drug on College premises or during a College-sponsored activity may be subject to prosecution and punishment by the civil authorities and to disciplinary proceedings by the College.

Information provided by those who voluntarily avail themselves to tobacco, drug, or alcohol counseling or rehabilitation services will be kept confidential.

The College reserves the right to refuse any advertising or promotional activities which focus on the consumption of alcoholic beverages, tobacco, or drugs that might encourage use or abuse.

II. Definitions for the Purpose of this Policy and Procedures

A. **"ATODA"** means alcohol, tobacco, opioids, and other drug awareness.

B. **"Tobacco"** is defined as any tobacco-derived or tobacco-simulating products, including, but not limited to: cigarettes (clove, bidis, kreteks), electronic cigarettes and vaporizers, cigars and cigarillos, hookah smoked products, and oral tobacco (spit and spitless, smokeless, chew, snuff).

C. A **"drug"** is any chemical, whether synthetic or natural, that affects the human body or mind when it is swallowed, breathed in, or consumed in another way.

D. **"Illegal drugs"** are drugs which have government limitations on their ownership or use, and are illegal in certain situations (meaning a person is not authorized to have them).

E. **"Controlled substances"** are drugs that have some potential for abuse or dependence. These drugs are regulated by local, state, and federal laws.

F. **"Opioids"** are synthetic substances that act on opioid receptors to produce morphine-like effects. Prescription opioids include, but are not limited to, OxyContin, Oxycodone, Hydrocodone, Hydromorphone, Fentanyl, Buprenorphine, Levorphanol, Codeine, Lorcet, Lortab, Norco, Oncet, Procet, Vicodin, Xodol, and Zydone. Illegal opioids include, but are not limited to, heroin slang terms: H,Dope, (Hell) Dust, Smack, Junk, Skag, Horse, Henry, Elephant, Rock, Brown Sugar, Slow, Hero, Black Tar, Poison, Home Bake, Thunder, (China) White, Chinese, Train, White Dynamite, Dragon.

G. **"Naloxone"** refers to a prescription medicine (Narcan, Evzio, or its equivalent generic) that reverses opioid overdose by restoring breathing with no potential for abuse or getting high. There is no effect on someone who hasn't taken opioids and it wears off in 30-90 minutes. Potential side effects are minimal and rare. It is safe for children and pregnant women. Naloxone is only effective in reversing opioid overdoses.

H. **"Student**" means an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes, who has either paid or made arrangement for payment of tuition and/or fees.

I. **"College"** means Frederick Community College and, collectively, those responsible for its control and operation and applies to all sites at which the College conducts classes and/or activities.

J. **"College community"** includes trustees, students, and all employees of the College as well as any independent contractors or other third parties to the extent articulated under contractual agreements.

K. **"College premises"** means buildings or grounds owned, leased, operated, controlled, supervised, or temporarily used by the College.

L. **"College-sponsored activity"** means any activity that is initiated, authorized, or supervised by the College, or that involves representation of the College.

M. **"visitor"** and **"guest"** mean any person who is not a member of the College community who is on College premises.

N. **"Calendar days"** means Sunday through Saturday of each week excluding days on which the College is officially closed..

O. **"Senior Leadership Team"** refers to the President's Senior Leadership Team, comprised of the Provost/Vice President for Academic Affairs, the Vice President for Learning Support, the Vice President for Continuing Education and Workforce Development, the Vice President for Finance and Human Resources, the Chief Information Officer, the Special Assistant to the President for Institutional Effectiveness, and the Chief of Operations.

III. Education, Prevention, and Responsibility

A. The College provides resources to educate, prevent, and address alcohol, tobacco, opioids, and other drug use and abuse. Resources, including awareness information, counseling services, and referral services are available to faculty, staff, and students. A list of community resources is available to students and all employees through the following offices: Adult Services, Center for Student Engagement, Counseling and Advising, Human Resources, and the Vice President for Learning Support. For regular employees and their families, the College provides an Employee Assistance Program (EAP) that offers a comprehensive set of support services and resources paid for by the College. The services are confidential and available 24 hours a day, 7 days a week, 365 days per year. Contact the Human Resources office located in Suite G223 of Gambrill Hall for details.

B. Students are required to acknowledge and agree to comply with ATODA Policy and Procedures through their signature on their admissions application or their acknowledgement on their student profile.

C. The College issues an annual written notice to students and employees of the College Alcohol, Tobacco, Opioids, and Other Drug Use and Awareness Policy and Procedures. The Associate Vice President/Dean of Students (AVP/DOS) is responsible for the oversight of ATODA programs and the tracking of incidents, reporting, and sanctions for students. The Associate Vice President for Human Resources is responsible for the oversight of ATODA programs and the tracking of incidents, reporting, and sanctions for employees.

D. The College complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1986, as Amended in 1989, and the Heroin and Opioid Education and Community Action Act (Start Talking Maryland Act). The College conducts a biennial review of its ATODA programs and policies to determine program effectiveness, consistency of sanctions, enforcement, and the need to implement changes. The Associate Vice President/Dean of Students and the Associate Vice President for Human Resources collaborate to review all ATODA programs, co-author and submit the Biennial Review Report by December 31 of each even-numbered year to the Senior Leadership Team, and are responsible for the oversight and implementation of recommended changes.

IV. Prohibited Conduct

A. The manufacture, sale, distribution, dispensation, possession, or use of illegal drugs or controlled substances, and the abuse or unauthorized use of alcohol by anyone on College premises, at any College-sponsored activities, or in College vehicles is prohibited. These violations may result in disciplinary action which could include criminal prosecution.

B. With the exception of parking lots, the use of all tobacco products is prohibited on College premises by any member of the College community, visitor, guest, or volunteer. The use of all tobacco products is prohibited in College vehicles at all times.

V. Reporting/Sanctions

A. Anyone who witnesses or has knowledge of violations of this Policy and Procedures occurring on College premises or at a College-sponsored activity should contact College Security. Call 4444 from a main campus phone or a Monroe Center office phone or (301) 846-2453 from any other phone. In the case of an emergency, call or text 911. Reporting protocols for off-site programs will be followed for violations of this Policy and Procedures.

B. Students

1. Anyone who has ATODA concerns regarding a student should complete a Student Behavior Incident Report Form (https://publicdocs.maxient.com/incidentreport.php?FrederickCC) and submit it to the Office of the Associate Vice President/Dean of Students, located in Suite J319 of Jefferson Hall. Students charged with violating the ATODA policy will be adjudicated under the College Code of Student Conduct.
2. Sanctions for students are listed in the Code of Student Conduct, Section VI.C.

C. Employees

1. Anyone who has ATODA concerns regarding an employee should contact the AVP for Human Resources, located in Suite G223 of Gambrill Hall. The AVP for Human Resources must then notify the appropriate supervisor and Senior Leader.
2. Sanctions for employees are outlined in the Employee Misconduct Policy and Procedures.

D. Visitors, Guests, and Volunteers

1. All violations of this Policy and Procedures by visitors, guests, or volunteers should be reported immediately to College Security. Call 4444 from a main campus phone or a Monroe Center office phone or (301) 846-2453 from any other phone. In the case of an emergency, call or text 911.
2. Law enforcement may be called to respond if a visitor, guest, or volunteer is in violation of this Policy and Procedures.

VI. Opioids Overdose Response

A. FCC adheres to the Heroin and Opioid Education and Community Action Act (Start Talking Maryland Act) and follows guidelines and procedures outlined in the act, including utilization of nasal Naloxone by designated and trained employees of the College.

B. The Director of College Safety and Emergency Preparedness will:

1. Designate employees who are to receive training and be certified every two years in the use of nasal Naloxone.
2. Ensure that the nasal Naloxone kits are current and not past the expiration date.
3. Ensure proper, secure, and efficient storage and deployment of nasal Naloxone for College use.
4. Ensure that any use of the nasal Naloxone on an individual is documented, and required notifications are made to the Chief of Operations, Poison Control Center, and the Frederick County Health Department.

VII. Notification of Conviction

A. As a condition of employment, employees must abide by the terms of this Policy and Procedures and notify the Human Resources Office in writing of any criminal drug statute conviction, no later than five calendar days after such conviction. Lack of compliance with these requirements may subject the employee to separation from employment.

B. Upon receipt of notification of a conviction, the College will take the following actions as required by law:

1. Notify the appropriate federal agencies of such convictions within ten calendar days, and
2. Take appropriate personnel action against the employee, up to and including separation from employment; and/or
3. Require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.
4. Sanctions for employees may include reprimand, warning, suspension with or without pay, or separation from employment. The College may also require the completion of an appropriate rehabilitation program.

VIII. Acceptable Use

A. Alcoholic beverages may be served at College-sponsored events or non-College-sponsored events held on College premises with the written approval of the President upon securing the proper licensing, permitting, insurance, and meeting all local and state requirements related to usage control.

B. Specific curricula or program areas may have acceptable use policies upon approval of the President.

C. The handling of prescription/controlled medications as part of health science clinical assignments is granted by the President.

D. Employees should report to work fit for duty and free of any adverse effects of illegal drugs or alcohol. This does not prohibit employees from the lawful use and possession of prescribed medications. Employees must, however, consult with their physicians about the medication's effect on their fitness for duty and the ability to work safely and promptly disclose restrictions to their supervisor. Employees should not, however, disclose underlying medical conditions to supervisors, but should do so to the Health Insurance Portability and Accountability Act (HIPAA) official in Human Resources.

Behavior Evaluation and Response Team Policy and Procedure

I. Philosophy, Purpose, and Scope

Frederick Community College ("FCC" or the "College") is committed to having a safe environment to ensure the well-being of all students, employees, visitors, and guests. By establishing an effective communication process, the College community can more effectively respond to student behavior incidents of concern.

Behavioral incidents of concern involving students should be communicated through the Student Behavior Incident Report Form. All reports will be addressed by the Associate Vice President/Dean of Students (AVP/DOS). The AVP/DOS may refer reports of student behavior of concern to the College Behavioral Evaluation and Response Team (BERT). The BERT:

- makes an appropriate evaluation of student behavior of concern,
- makes recommendations and assigns responsibility in response to behaviors of concern,
- monitors case progress until closure is recommended, and
- as appropriate, recommends referral to existing College or community services or resources.

Cases that fall outside of the scope of the BERT will be addressed in accordance with the appropriate policies and procedures.

II. Definitions for the Purpose of this Policy and Procedures

A. **"BERT"** refers to the Behavioral Evaluation and Response Team and is comprised of College officials who receive and evaluate student and employee concerns regarding student behavior that may be disruptive, self-injurious, or potentially pose a risk of harm to the health, safety, or property of any person or of the College, or otherwise be dangerous.

B. **"College community"** includes trustees, students, and all employees of the College as well as any independent contractors or other third parties to the extent articulated under contractual agreements.

C. **"College official"** means administrators, supervisors, faculty, adjunct faculty, support staff, campus security, coaches, or trainers.

D. **"Formal assessment"** refers to a comprehensive mental health evaluation or medical assessment that results in an evaluative report that is rendered by a licensed mental health or medical provider.

E. **"Secured College tracking system"** refers to the official College system used to record and track reports of student violations of prohibited conduct and concerning behavior. The secured College tracking system contains documentation of reported violations, resolutions, and appeals. The Associate Vice President/Dean of Students designates the Executive Director of Counseling and Advising as responsible for the oversight and management of reports of student behavior of concern that are assigned to the BERT.

F. **"Student"** means an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes, who has either paid or made arrangement for payment of tuition and/or fees.

G. **"Student Behavior Incident Report Form"** refers to the form available on the College website and Communication Central which is to be used by students and/or staff to report behavior of concern.

III. BERT Composition

The BERT consists of the following members appointed by the Vice President for Learning Support: the Executive Director of Counseling and Advising (BERT Chair), the Associate Vice President/Dean of Students (AVP/DOS), the Director of Services for Students with Disabilities, the Security Lead Supervisor or designee, one counselor, the Director of the Center for Student Engagement, the Associate Vice President of Human Resources, an individual from Academic Affairs, and an individual from Continuing Education and Workforce Development.

The BERT members are expected to attend regularly-scheduled meetings to discuss BERT cases, provide expertise or background information regarding behavior or concerns reported, and be oriented to the BERT Policy and Procedures and the secured College tracking system.

IV. Role of BERT Chair

A. At the beginning of each fall and spring semester, the BERT Chair will notify the College community through appropriate communication channels, stating that the team is available for consultation if members of the College community are concerned with the behavior of a student or a group of students. The notice will serve as a proactive measure to maintain a culture of reporting behavior of concern.

B. Arrange and facilitate orientation for new BERT members.

C. Review cases resulting from Student Behavior Incident Reports as assigned to the BERT by the AVP/DOS.

D. Conduct an investigation of the reported concern indicated on the Student Behavior Incident Report Form. The results of the investigation are shared with the BERT once a meeting is convened.

E. Convene emergency BERT meetings to discuss any reported behavior that is deemed serious in nature and must be addressed immediately for the safety of the student and/or College community.

F. Communicate any threat or safety concern to appropriate College officials and consult with the Director of College Safety and Emergency Preparedness to determine appropriate notification to the College community.

G. Convene and facilitate regular meetings to discuss new and open BERT assigned cases.

H. Document discussion and deliberation notes, updates, and recommendations from BERT meetings in the secured College tracking system.

I. When deemed appropriate by the BERT, update and close cases in the secured College tracking system.

J. Initiate the application of negative service indicators on a student record as necessary.

K. Notify the Vice President for Learning Support when assigning a BERT member to serve as designee in Chair's absence.

V. Reporting Behavior of Concern

Employee or student concerns about student behavior should be reported by completing the Student Behavior Incident Report Form.

For immediate response to a crisis situation and/or a threat to safety, to self, or others that appears imminent, call 911 and College Security at 4444 from a main campus phone or a Monroe Center office phone or (301) 846-2453 from any other phone. A Student Behavior Incident Report Form must also be completed after the crisis situation and/or threat has been reported.

Individuals not able to access the Student Behavior Incident Report Form can make a verbal report or send a written report by email to the AVP/DOS. Verbal reports and emails may also be sent to the Executive Director of Counseling and Advising (BERT Chair) or the Security Lead Supervisor, who will then forward the report to the AVP/DOS.

All reports will be responded to and, if appropriate, the AVP/DOS will assign the case to the BERT.

Reports involving potential threats to the safety or security of the College will be communicated to the President or his/her designee and to the Senior Leaders.

VI. BERT Response Procedures

A. Upon the AVP/DOS assigning a case to the BERT, the BERT Chair or his/her designee will undertake an investigation of the reported concern. The investigation may include contacting the originator of the report for details about the reported behavior and/or any individual named in the report.

B. The Executive Director of Counseling and Advising (BERT Chair) will convene a meeting, if necessary, of the BERT to review the report and information obtained through the investigation. As appropriate, the individual making the report, or other persons deemed to have relevant information or knowledge of the student and/or the reported behavior may be asked to attend some or all BERT deliberations pertaining to the behavior.

C. As appropriate, the BERT Chair or BERT may assign one of its members to meet with the reporting individual and/or student who displays behaviors of concern to develop, suggest, or impose strategies to modify or resolve the behavior.

D. As appropriate, the team may recommend referral to existing College services (e.g., Services for Students with Disabilities) or College-sponsored resources (e.g., Counseling and Advising).

E. As appropriate, the team may recommend to the AVP/DOS the implementation of specific College procedures relating to disruptive behavior (i.e., Administrative Withdraw/Referral for Medical and/or Psychological Evaluation).

F. Reports made to the BERT, deliberations by the team, and recommended response plans will be documented by the BERT Chair in the secured College tracking system. Information will be maintained and disclosed in accordance with College compliance with the Family Educational Rights and Privacy Act (FERPA).

G. The identity of the person or persons either filing a report or involved in deliberations will be maintained in confidence by the BERT to the extent reasonably possible.

H. Any person who makes a report in bad faith or in order to intimidate or harass another person under this Policy and Procedures, will be subject to discipline, up to and including dismissal from the College. If a person is found to have deliberately filed a false accusation, he/she will be subject to disciplinary measures in accordance with the policies and procedures governing student or employee behavior.

I. The BERT will continue to monitor behavior and provide status updates in the secured College tracking system until case closure is recommended.

J. The BERT may recommend consideration of administrative withdrawal of a student to the AVP/DOS in accordance with Section V of the Student Withdrawal Policy and Procedures.

K. In cases where the BERT recommends a formal assessment or an administrative withdrawal that would result in the student incurring a debt to the College, the BERT may recommend that in the interest of preserving the safety of the College community the debt be written off by the College.

Code of Conduct for Visitors, Guests, and Volunteers

I. Philosophy and Purpose

The Code of Conduct for Visitors, Guests, and Volunteers at Frederick Community College ("FCC" or the "College") is designed to promote and preserve a safe environment for all who attend and participate in College-sponsored events or use College services. Visitors, guests, and volunteers are subject to federal and state laws, county and municipal ordinances, and applicable policies, procedures, rules, and regulations of the College. Visitors, guests, and volunteers are expected to act responsibly and respect the rights of the College community regardless of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status and any other category protected by federal, state or local law.

II. Application and Scope of Jurisdiction

A. This policy extends to all individuals who do not meet the definition of a member of the College community. This would include visitors to the College, applicants for admission, approved volunteers, and former students who are not currently registered or those who have registered for a subsequent term but have not yet paid or made arrangement to pay tuition and/or fees.

B. Persons not officially enrolled in the College, who by their actions on College premises violate their status as invited visitors, guests, or volunteers are subject to disciplinary action by the College and/or law enforcement.

C. Certain criminal or civil offenses or other behavior may by their very nature, pose a serious and substantial danger to the College community. Violations of laws, ordinances, policies, rules, procedures, and regulations will subject the violator to appropriate criminal or civil action, or restrictions.

D. Sex Offender Registrants seeking to attend any College function/event or to enter any College facility are required to obtain College approval from the Vice President for Learning Support. On a case by case basis, the College may decide to restrict access to College facilities that are not for the sole purpose of attending classes and participating in any class-related activity or preparation.

E. Sex offender registrants who are the parent or legal guardian of a student who will be participating in an event, such as commencement, program completion, sporting event, or performance, must jointly with the student seek approval from the Vice President for Learning Support or his/her designee in advance prior to attending any College function/event or entering any College facilities.

F. College jurisdiction regarding discipline under this Policy extends to conduct that occurs on College premises or at off-campus-sponsored activities.

G. The Vice President for Learning Support delegates authority to discipline visitors, guests, and volunteers to the Security Lead Supervisor.

H. Visitors, guests, or volunteers whose behavior leads to subsequent action by College Security, including those who are issued a Letter of No Trespass or are escorted from campus, must meet certain requirements before regaining access to College-sponsored events or other campus activities.

III. Definitions for the Purpose of this Code

A. **"College community"** includes trustees, students, and all employees of the College as well as any independent contractors or other third parties to the extent articulated under contractual agreements.

B. **"College"** means Frederick Community College and, collectively, those responsible for its control and operation and applies to all sites at which the College conducts classes and/or activities.

C. **"Student"** means an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes, who has either paid or made arrangement for payment of tuition and/or fees.

D. **"Visitors and guests"** means persons who are not members of the College community who are on College premises.

E. **"Volunteers"** refers to individuals who are not members of the College community, but have had background checks and have been officially approved to serve as volunteers at the College.

F. **"College-sponsored activity"** means any activity that is initiated, authorized, or supervised by the College, or that involves representation of the College.

G. **"College premises"** means buildings or grounds owned, leased, operated, controlled, supervised, or temporarily used by the College.

H. A **"Letter of No Trespass"** is an order given to a visitor or guest indicating they have violated a College policy or procedure and that they are prohibited from participating in a College-sponsored activity or being present on College premises. A Letter of No Trespass prohibits the recipient from returning to any College-sponsored event or location until rescinded.

IV. Rights and Responsibilities of Visitors, Guests, and Volunteers

Visitors, guests, and volunteers to the College have certain rights and also bear certain responsibilities.

A. Visitors, guests, and volunteers have the right to freedom of speech, assembly, advocacy, and inquiry. They are responsible for complying with applicable College policies, procedures, rules, and regulations.

B. Visitors, guests, and volunteers are responsible for exercising their right of personal expression in a manner that is not disruptive or defamatory.

C. Visitors, guests, and volunteers are responsible for respecting the rights of others.

D. Frederick Community College is a family-friendly institution that welcomes children to participate in a number of programs and activities. The College recognizes that visitors and guests often need to bring children (defined as persons under the age of 16 who are not students at the College) to the College. Children must at all times be under the direct supervision of a parent, guardian, or an adult. Children must observe the Code of Conduct for Visitors, Guests, and Volunteers. When volunteering, volunteers should not bring their children to the College.

V. Prohibited Conduct and Response

The Code of Conduct for Visitors, Guests, and Volunteers addresses behavioral actions. The College reserves the right to take criminal and civil action against visitors, guests, and volunteers for misconduct not specifically identified in this Code.

When the actions of visitors, guests, and volunteers rise to the level of criminal behavior or, when they fail to respond to a directive issued by College Security personnel, they are issued a written order or subsequently sent a Letter of No Trespass. In these instances, visitors, guests, and volunteers are escorted from campus or the College-sponsored activity, and the Letter of No Trespass is sent to the Frederick Police Department. Letters of No Trespass are in effect for a period of no less than one year from the moment they are ordered.

VI. Procedure to Return after Issuance of a Letter of No Trespass from the College

Any visitor or guest who is issued a Letter of No Trespass must meet with specific College personnel to seek permission to return. Visitors, guests, and volunteers who have been issued a Letter of No Trespass and wish to attend a College-sponsored activity or return to campus for an event must meet with the Security Lead Supervisor or his/her designee prior to the event and if the no trespass notice is withdrawn, a withdrawal letter will be issued at that time.

Visitors, guests, and volunteers who have been issued a Letter of No Trespass and wish to enroll in a credit or non-credit course or program, must meet with the Associate Vice President/Dean of Students in order to obtain permission to return to any subsequent college-sponsored event including registration and enrollment. In either instance, the visitor or guest may be placed on probationary status, denied access, or issued a warning depending upon the circumstance of the Letter of No Trespass.

Code of Student Conduct Policy and Procedures

I. Philosophy and Purpose

The Code of Student Conduct is designed to promote responsible behavior for all students consistent with the mission and values of Frederick Community College ("FCC" or the "College"). This Code defines behavioral rights and responsibilities within the College community so that everyone can attain their academic, social, and personal goals. As members of the College community, students are encouraged to value the pursuit of knowledge borne in an attitude of intellectual and artistic freedom, diversity and inclusion, responsibility to the community and the environment, ethical conduct, mutual respect, and civility. Each student is subject to federal and state laws, county, and municipal ordinances, and all policies, procedures, rules, and regulations of the College. Students are to act responsibly and respect the rights of all members of the College community regardless of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status and any other category protected by federal, state, or local law.

II. Scope of Jurisdiction

A. College jurisdiction regarding discipline of any student or student organization under this Code of Student Conduct extends to conduct that occurs on College premises or at off-campus College-sponsored activities. Violations of laws, ordinances, policies, rules, procedures, and regulations will subject the violator to appropriate disciplinary action. The scope of this Code extends to compliance with professional standards of conduct or ethics that students must adhere to as part of their studies, including, but not limited to, while performing external internships, clinicals, practicums, international travel, or other placements related to credit and non-credit educational pursuits while at FCC. The process of adjudicating violations for this code is separate and pursued independently of federal and state laws.

B. The Vice President for Learning Support delegates authority to discipline students to the Associate Vice President/Dean of Students (AVP/DOS) who may appoint a designee to assist when necessary.

C. Disciplinary action will be taken when any student, group of students, or student organization violates any College policy, rules, or regulations. In all proceedings, the principle of due process is guaranteed to the student.

D. The College reserves the right to take immediate action to suspend a student from the College as an interim measure should the presence of the student on campus be considered an immediate danger or whose behavior causes, or threatens to cause, a disruption to the normal operations and activities of the College, its students, faculty, or staff. This action requires the recommendation of the AVP/DOS, or designee, in concurrence with the Vice President for Learning Support or designee. Financial and academic consequences of this measure are the responsibility of the student, unless the student is found to have not violated this Code through the appropriate appeal process.

E. Certain criminal or civil offenses or other behavior that poses a serious and substantial danger to the College community will be referred to law enforcement, as well as being subject to action by the College.

F. All proceedings of the College disciplinary process are confidential to the extent required by law. In accordance with the Family Educational Rights and Privacy Act (FERPA, 93-380), as amended, a student's disciplinary records are educational documents and thus protected under FERPA. However, the College must, upon written request, disclose to the alleged victim of any crime of violence or a non-forcible sex offense, the results (Results means a disclosure of the name of the student, the violation committed, and the sanction imposed by the institution.) of any disciplinary proceeding conducted by the College against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of the crime or offense, the information shall be provided, upon written request, to the next of kin of the alleged victim. (See FERPA 34 CFR, 99.39 for definitions of crimes of violence, nonforcible sex offenses, and limits on the information to be disclosed.)

III. Definitions for the Purpose of this Code

When used in this Code the following definitions will apply.

A. **"BERT"** refers to the Behavioral Evaluation and Response Team and is comprised of College officials who receive and evaluate student and employee concerns regarding student behavior that may be disruptive, self-injurious, or potentially pose a risk of harm to the health, safety, or property of any person or of the College, or otherwise be dangerous.

B. **"College"** means Frederick Community College and, collectively, those responsible for its control and operation and applies to all sites at which the College conducts classes and/or activities.

C. **"College community"** includes trustees, students, and all employees of the College as well as any independent contractors or other third parties to the extent articulated under contractual agreements.

D. **"College premises"** means buildings or grounds owned, leased, operated, controlled, supervised, or temporarily used by the College.

E. **"College-sponsored activity"** means any activity that is initiated, authorized, or supervised by the College, or that involves representation of the College.

F. **"College Official"** means administrators, supervisors, faculty, adjunct faculty, support staff, campus security, coaches, or trainers.

G. **"College Support Person"** means an employee of the College chosen to accompany and assist a complainant or respondent during an appeal hearing. Both the complainant and respondent are entitled to have a College Support Person of their choice. The College Support Person cannot be a fact witness or provide statements in the proceedings. The College Support Person is a non-participant who is present to assist a complainant or respondent by taking notes or providing emotional support and reassurance.

H. **"College Senate"** has as its purpose providing a framework of internal decision making within which all members of the College community can participate.

I. **"Complainant"** means an individual who makes a complaint that a violation of the Code has occurred.

J. **"Respondent"** means an individual who has been accused of violating the Code and is referenced in a complaint.

K. **Conference** refers to the meeting between a College administrator and complainant or respondent.

L. **"Cyber-stalking"** means the use of the Internet or other electronic means, including but not limited to email, text messaging, discussion boards, digital images, or social networking sites, to stalk or harass an individual, a group, or an organization. It may include false accusations, defamation, slander, or libel. It may also include monitoring, identity theft, threats, vandalism, solicitation for sex, or gathering information that may be used to threaten or harass.

M. **"Faculty member"** means any person hired or retained by the College to conduct classroom instruction.

N. **"Preponderance of evidence"** means evidence which is of greater weight or more convincing than the evidence to the contrary; evidence which shows that something is more likely than not to be true or 50.1% likely to have occurred.

O. The **"secured College tracking system"** maintains records of reports and responses to violations of prohibited conduct and behaviors of concern, and contains documentation of interventions, resolutions, and appeals. The oversight and management of the system is administered by the Vice President for Learning Support, Provost/Vice President for Academic Affairs, Vice President for Continuing Education and Workforce Development, AVP/DOS, and the Executive Director of Counseling and Advising (BERT Chair) or their designees.

P. **"Senior Leadership Team"** refers to the President's leadership group comprised of the President, the Provost/Vice President for Academic Affairs, the Vice President for Learning Support, the Vice President for Continuing Education and Workforce Development, the Vice President for Finance and Human Resources, the Chief Information Officer, the Special Assistant to the President for Institutional Effectiveness, and the Chief of Operations.

Q. **"Sexual misconduct"** is a broad term used to define acts of sexual assault, sexual exploitation, sexual harassment, intimidation, stalking; dating, domestic or intimate partner violence, or retaliation. (Sexual Misconduct complaints are adjudicated under the College Title IX Sexual Misconduct Policy and Procedures.)

R. **"Student"** refers to an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes who has either paid or made arrangement for payment of tuition and/or fees.

S. The **"Student Discipline Committee"** refers to a standing committee of the College Senate to whom students may appeal interim suspensions and/or disciplinary sanctions taken against them. The Student Discipline Committee members will be trained in appeal hearing procedures.

T. **"Student organization"** means any entity that has complied with formal requirements of College recognition as defined in the Constitution of the Student Government Association.

U. **"Student Behavior Incident Report Form"** refers to the form available on the College website and Communication Central which is to be used by students and/or staff to report behaviors of concern outlined in this Code of Student Conduct.

V. **"Tobacco"** is defined as all tobacco-derived or containing products, including, but not limited to, cigarettes (clove, bidis, kreteks), electronic cigarettes and vaporizers, cigars and cigarillos, hookah smoked products, and oral tobacco (spit and spit less, smokeless, chew, snuff).

W. **"Visitor"** means any person who is not a member of the College community who is on College premises.

X. **"Weapon"** refers, but is not limited to, any instrument or object used to inflict injury or physical damage, defeat, intimidate, attack, or destroy self, another person, or property.

Y. **"Workdays"** means Monday through Friday and does not include weekends, holidays, scheduled breaks, or other days the College is closed.

IV. Student Rights and Responsibilities

Frederick Community College recognizes that its students have certain rights as members of the College community and also bear certain responsibilities as well.

A. Students have the right to freedom of speech, assembly, advocacy, and inquiry. Students are responsible for complying with all College policies, procedures, rules, and regulations.

B. Students have the right to offer opposing opinions and to reserve judgment about matters of personal opinion. Students are responsible for exercising their right of personal expression in a manner that is not disruptive or defamatory.

C. Students have the right to offer opposing opinions and to reserve judgment about their views, beliefs, academic evaluations, political affiliations, and educational records. Students are responsible for respecting this right of others.

D. Students have the right to participate in, or receive the benefits of any educational program or activity provided by the College regardless of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status and any other category protected by federal, state or local law.

E. Students have the right to participate in any student group without discrimination and to form such groups according to the Student Government Association's (SGA) policies. Student groups are responsible for not discriminating against others.

F. Students have the right to form a student government which shall be governed by a constitution approved by the President of the College and the President's Senior Leadership Team. Students are responsible for abiding by that constitution. The actions of the student government may be reviewed only through prescribed procedures.

G. Students have the right to participate in the development and review of institutional, academic, and student policies. Opportunities for such participation will be provided through student representatives to the College Senate and appropriate committees. As participants in the institutional process, students are responsible for complying with all College policies and procedures, attending meetings, and participating in the decision-making process with the welfare of the entire student body in mind.

H. Students have the right to recommend allocation of funds collected from student fees. Organizations receiving such funds are responsible for opening all programs and events to the entire student population without exception and abiding by the procedures outlined in the SGA Funding Guidelines.

I. Students have the right to participate in the evaluation process of academic courses, programs, and services. Students are responsible for rendering fair and accurate evaluations.

J. Students have the right to fair evaluation by faculty members, based upon clearly defined criteria presented at the beginning of the course. Students are responsible for meeting all established requirements of each course for which they enroll.

K. Students have the right to substantive and procedural due process as it relates to College policies, procedures, rules, and regulations. Students are responsible for following all policies, procedures, rules, and regulations, including, but not limited to, student conduct.

L. Students have the right to file academic or general grievances against any faculty or staff member who has, in a student's opinion, displayed inappropriate behavior or violated College policies, procedures, rules, or regulations. Students are responsible for following the College policies and procedures (www.frederick.edu/studentpolicies).

V. Prohibited Conduct

The Code of Student Conduct addresses both behavioral and academic integrity. The College reserves the right to take disciplinary action against students for misconduct not specifically identified in this Code. All reported violations of the Code of Student Conduct and their subsequent resolutions will be maintained through the secured College tracking system. Violations of academic integrity will be monitored and managed by the office of the Provost/Vice President for Academic Affairs. All other reported violations of the Code of Student Conduct and their subsequent resolutions will be monitored and managed by the office of the Vice President for Learning Support.

The following prohibited conduct, when committed by any student, or any student who aids, abets, incites, or attempts to commit prohibited conduct, will be considered in violation of the Code of Student Conduct.

A. Violation of Academic Integrity

1. A violation of Academic Integrity includes, but is not limited to, cheating, plagiarism, or facilitating dishonest activities. Examples of violations are provided below. The principles are applicable to all credit and non-credit courses at the College.

   a. Cheating - the intentional or attempted use of unauthorized materials, information, or study aids in an academic exercise. Examples include, but are not limited to:

      i. Use of notes, examinations, instructional material, or information obtained by electronic means during academic activities.

      ii. Obtaining, using, or processing copies of an examination, and/or providing or receiving information contained in an examination.

      iii. Submitting another's work as one's own.

      iv. Having an examination taken by another party.

      v. Altering or falsifying examination or class results after evaluation is completed by the faculty member.

      vi. Carrying in or using unauthorized material during testing.

      vii. Copying answers and/or work from another student during an individually assigned classroom activity.

   b. Plagiarism - the presentation of an idea or product as new when taken from an original existing source without properly citing the source of the material. Examples of plagiarism include:

      i. Duplicating another author's work (in whole or part) without quotation marks and/or proper citations.

      ii. Duplicating the author's exact words with the proper citation, but without quotation marks.

      iii. Using an author's paraphrased ideas without proper citations.

      iv. Submitting a paper in which the exact words are only rearranged in order without proper citation.

   c. Other Forms of Academic Dishonesty. Examples include but are not limited to fabricating, falsifying, or inventing information, data, or citations in an academic activity.

2. When a faculty member has reason to believe that a violation of Academic Integrity has occurred, that faculty member must complete and submit the Student Behavior Incident Report Form available on the College website and Communication Central and notify their Department Chair or Director. The report will be monitored and managed using the secured College tracking system. The faculty member must also notify the appropriate Associate Vice President or Executive Director who will place a temporary hold on the student's record while the case is being reviewed. The faculty member will address the alleged violation of academic integrity with the student in his/her class.

   The student will be afforded the opportunity to respond to the allegation during his/her meeting with the faculty member. After meeting with the student, the faculty member will make a determination whether a violation occurred based on the preponderance of the evidence presented during the meeting.

   Students found to be in violation of Academic Integrity may receive sanctions imposed by the faculty member in whose class the violation occurred. Sanctions will increase in severity in accordance with the level of the violation and/or the number of prior documented violations. The faculty member will confer with the Department Chair or Director and/or the appropriate Associate Vice President or Executive Director to inform him/her of the sanction determined to be appropriate. The student will be informed by the faculty member of the determination as to the occurrence of a violation, the sanction and notification of the appeal process.

   Once a sanction has been imposed, the appropriate Associate Vice President or Executive Director will notify the Registrar to remove the hold they previously placed on the student account, unless the sanction is a failing grade for the class, in which case the hold will remain, and the student will not be permitted to withdraw from the class.

3. Sanctions for Violations of Academic Integrity

   a. First Violation

      i. Students found in violation of Academic Integrity for the first time will be assigned by the faculty member a sanction appropriate for the offense. The student will be informed in writing, sent by registered and priority mail, of the sanction by the faculty member. If the appropriate sanction is determined to be class failure, the faculty member must seek approval from the Department Chair or Executive Director. If the student requests to remain in the class and the faculty member and Department Chair or Executive Director approves, they may remain in the class. Continued participation will not change the assigned failing grade.

ii. A copy of the student's sanction letter will be sent to the Department Chair and the appropriate Academic Affairs Associate Vice President or the Executive Director. The appropriate Associate Vice President or Executive Director will document the sanction and ensure that the sanction is recorded in the secured College tracking system.

b. Second Violation

i. Students found in violation of Academic Integrity for the second time, either in the same course or a different course, will be assigned, with the approval of the Department Chair, a failing grade in the course where the second violation occurred.

ii. The student will receive a sanction letter from the faculty member. A copy of the sanction letter will be sent to the Department Chair and the appropriate Academic Affairs Associate Vice President or Executive Director. The appropriate Associate Vice President or Executive Director will document the sanction and ensure that the sanction is recorded as a second violation in the secured College tracking system.

c. Third Violation

i. Students found in violation of Academic Integrity for the third time, either in the same or a different course, will be assigned, with the approval of the Department Chair, a failing grade in the class where the third violation occurred.

ii. The appropriate Associate Vice President or Executive Director will document the sanction, and ensure that the sanction is recorded as a third violation in the secured College tracking system, and make a recommendation for expulsion to the appropriate Vice President.

iii. The Provost/VP for AA or VP for CEWD will expel the student.

4. Appeals

All appeals must be submitted in writing as indicated below:

a. Appeal of Sanctions for First or Second Violations that Do Not Involve a Grade Dispute – Students who are appealing a sanction for a first or second violation that does not involve a grade dispute will have 7 workdays from the date of being notified of the sanction to request an appeal. Failure to request an appeal within the allotted timeframe will result in the student's waiver of the right to appeal. A written request of appeal must be submitted to the appropriate Associate Vice President or Executive Director The Associate Vice President or Executive Director will appoint the Department Chair to schedule a meeting with the student, the faculty member, and the Department Chair within 10 workdays of receipt of the request for appeal and will inform all parties of the date, time, and location of the appeal hearing. Failure of the student to appear for the appeal hearing without prior notification or evidence of extenuating circumstances, provided adequate advance notice of the appeal hearing date, time, and location has been given, results in a waiver of his/her right for further appeal, and the sanction imposed by the faculty member will stand. The decision of the Associate Vice President or Executive Director will be final. The Associate Vice President or Executive Director will notify the student and faculty member in writing of his/her decision within 3 workdays of the meeting.

Appeal of Sanctions for First or Second Violations that Result in a Grade Dispute – For first or second violations that result in a grade dispute, students must use the Complaint Policy and Procedures for Students.

A copy of the appeal decision will be sent to the Department Chair, the appropriate Academic Affairs Associate Vice President or Executive Director, and the AVP/DOS. The appropriate Associate Vice President or Executive Director will document the decision of the appeal and ensure that the determination of the appeal is recorded in the secured College tracking system.

b. Appeal of Sanctions for Third Violations/ Expulsion – All appeals of sanctions for third violations/expulsion must be made to the College Student Discipline Committee, whose decision will be final.

A copy of the appeal decision will be sent to the Department Chair, the appropriate Academic Affairs Associate Vice President, the Executive Director, and the AVP/DOS. The appropriate Associate Vice President or Executive Director will document the decision of the appeal and ensure that the determination of the appeal is recorded in the secured College tracking system.

B. Facilitation of Violations of Academic Integrity

1. The following prohibited conduct, when committed by any student, or any student who aids, abets, incites, or attempts to facilitate violations of academic integrity by another student, will be considered in violation of the Code of Student Conduct. All reported violations of the Code of Student Conduct in which students facilitate violations of academic integrity and their subsequent resolutions will be monitored and managed by the office of the AVP/DOS.

Facilitating Violations of Academic Integrity – intentionally, or knowingly, assisting or attempting to assist another student in violation of Academic Integrity. Examples include but are not limited to:

a. Completing an academic activity in another name.

b. Permitting another student to copy one's work for an assignment, or examination.

c. Providing another student with unauthorized material during an academic activity.

d. Collaboration with other students to complete class assignments when prohibited by the faculty member.

e. Providing examination information to students in other course sections.

f. Selling, possessing, or purchasing examinations, papers, or other assignments

2. When a faculty member has reason to believe that a violation of Academic Integrity has occurred by a student not registered in his/her class, through the facilitation of academic dishonesty, the faculty member will complete and submit the Student Behavior Incident Report Form available on the College website and Communication Central and notify the AVP/DOS, who will place a temporary hold on the student's account while the case is being reviewed. The AVP/DOS will adjudicate the alleged violation of facilitated academic dishonesty under Section VI of this Code and will monitor and manage records of the report and responses using the secured College tracking system.

The student will be afforded the opportunity to respond to the allegation during a meeting with the AVP/DOS. Following meeting with the student, the AVP/DOS will make a determination as to the occurrence of a violation based on the preponderance of the evidence presented during the meeting.

3. Appeals

Students who wish to appeal sanctions imposed for facilitating academic dishonesty will follow Section VI, item D. of this Code.

C. Disruptive Classroom Behavior Violations

1. Faculty members have the right and responsibility to maintain an environment conducive to learning where discussion and expression of all views relevant to the subject matter of the class are recognized as necessary to the educational process. However, disruptive classroom behavior in the academic setting hinders the educational process. Accordingly, faculty members should establish, communicate, and enforce reasonable rules of classroom behavior and decorum via the syllabus and class discussion.

Disruptive Classroom Behavior is failure to comply with a directive from a College official or faculty member acting in performance of assigned duties or conduct that substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Examples include but are not limited to:

a. Inappropriate use of electronic devices including cell phones, laptops, tablets, electronic pads, video, or recording devices, etc.

b. Inappropriate comments or personal insults, conveyed orally or in writing, including communications within emails, and online course venues.

c. Persistent speaking without being recognized or interrupting other speakers.

d. Behavior that distracts the class, such as sleeping, holding private conversations, frequent leaving and entering the classroom, etc.

e. Conduct that distracts or intimidates others in a manner that interferes with instructional activities.

f. Refusal to comply with the faculty member's directions.

Recognizing that learning takes place in areas other than traditional classrooms, expectations for classroom behavior apply to learning environments, including but not limited to, clinical sites, field trips, library visits, off-site facilities, online learning environments and Continuing Education courses (with the exception of courses specifically designated for younger ages such as Kids on Campus and Home School Enrichment courses, which have specific procedures for addressing classroom behavioral issues).

Civil expression of disagreement with the faculty member or other students during times when the faculty member permits discussion is not in itself disruptive behavior and is not prohibited.

2. Response to disruptive behavior involves progressive sanctions ranging from verbal warnings to referral for action under the College Code of Student Conduct commensurate with the nature, severity, and frequency of violations. However, involuntary suspension from the classroom for more than one class period, involuntary withdrawal from the class, or more serious sanctions require that the disciplinary procedures set forth below be followed:

Informal Resolution

Informal resolution is intended to provide recourse for a faculty member to address disruptive behavior with the goal of providing the student the opportunity to modify the behavior to conform to the behavioral standards established by the faculty member as necessary to remain in the class.

a. If a student's behavior, in the judgment of the faculty member, willfully disrupts the teaching and learning process, the faculty member should issue a verbal warning, explaining that such behavior is unacceptable, instructing the student on the behavior that is required in the future and describing the consequences if the behavior does not cease.

b. If necessary, the student may be asked to leave the class for the remainder of the class time, or in the case of an online student, suspended from the class until a meeting between the faculty member and student is held. If the student does not do so willingly, the faculty member will request the assistance of the Frederick Community College Security Office. The faculty member should inform his/her Department Chair in writing.

c. In instances where a student has been asked to leave a class, or discontinue participation in an online class, the faculty member and student must meet in person or virtually prior to the next scheduled class to resolve the issue and review class expectations in order to be reinstated in the class. At this meeting, the faculty member will inform the student and document in writing the unacceptable behavior, instruct the student on the behavior that is required in the future, and describe the consequences if the behavior does not cease. Consequences can include referral for formal resolution to the AVP/DOS.

Formal Resolution

Should the student refuse to meet with the faculty member, or the disruptive class behavior does not cease, the faculty member will complete the Student Behavior Incident Report Form available on the College website and Communication Central and the case will be referred to the AVP/DOS. The AVP/DOS will follow the Code of Student Conduct process for resolution and appeals.

D. Threatening Behavior Violations

1. Threatening behavior is defined as any communication and/or action - including those in written or electronic form, conduct, or gesture - directed toward any member of the College community that causes reasonable apprehension of physical harm to a person or property. Threatening behavior can be explicit or implicit. An implicit threat may also include behaviors that make one feel uncomfortable, like invading another's personal space or using techniques of behavioral intimidation, such as yelling or using aggressive gestures. The threatening behavior does not have to be directly observed or received by the person who is the object of the threat, so long as a reasonable person would interpret the statement, communication, conduct, or gesture as an expression of intent to harm. Students who may have a disorder that manifests itself in disruptive behaviors, while considered disabled and protected under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act and amendments, are still held to the same standards of conduct as any student.

2. All threatening behavior violations should be referred to the AVP/DOS through the Student Behavior Incident Report Form and/or College Security. Violations will be dealt with through the Code of Student Conduct, Section VI of this Policy.

3. A student who has engaged in threatening behavior will be removed from the classroom/college-sponsored activity until the AVP/DOS has addressed the issue with both the complainant and respondent.

E. Title IX Sexual Misconduct

1. Sexual misconduct is a broad term used to define acts of sexual assault, sexual exploitation, sexual harassment, intimidation, stalking, dating, domestic or intimate partner violence, or retaliation. When the respondent is an employee or student of the College, the complaint is handled under the College Title IX Sexual Misconduct Policy and Procedures.

2. All complaints of sexual misconduct must be reported to the College Title IX Coordinator designated by the President as the Associate Vice President for Human Resources, Suite G223 of Gambrill Hall, Frederick Community College, 301-846-2436. Complaints may also be reported through the Student Behavior Incident Report Form.

F. Discrimination

1. Frederick Community College prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment. (See the Non-Discrimination Policy and Procedures.)

2. All discrimination complaints should be reported to the Associate Vice President for Human Resources, Suite G223 of Gambrill Hall, (301) 846-2436.

G. Alcohol, Tobacco, Opioid, and Other Drug Use

1. Frederick Community College prohibits the use of alcohol, opioids, and other drug products on all College property, owned or leased. The use of tobacco is allowed only in College parking lots. (See the Alcohol, Tobacco, Opioids, and Other Drug Use and Awareness Policy and Procedures.)

2. All violations of alcohol, tobacco, opioids, and other drug use should be referred to the AVP/DOS and/or College Security and will be dealt with through the Code of Student Conduct, Section VI of this Policy.

H. Weapons

1. Weapons and ammunition are safety hazards and as such, unless explicitly permitted, are not allowed to be possessed, stored, used, transported or displayed by any student or visitor on College premises. (See the Weapons Policy and Procedures.)
2. All weapons violations should be referred to the AVP/DOS and/or College Security and will be dealt with through the Code of Student Conduct, Section VI of this Policy.

I. Misuse of Information Technology Resources

1. Irresponsible, unethical, unauthorized, or illegal use of, or entry to College information technology resources, including its network, email system, and databases is strictly prohibited. (See the Technology Use Policy and Procedures).
2. All violations of acceptable use of information technology resources should be referred to the AVP/DOS and/or College Security and will be dealt with through the Code of Student Conduct, Section VI of this Policy.

J. Other Prohibited Conduct

The subsequent conduct, including, but not limited to the following, when committed by a student of Frederick Community College will be adjudicated in accordance with the procedures outlined in this document, Section VI, under the Code of Student Conduct Referral, Sanctions, and Appeal Process.

1. Disruption, obstruction of, or interference with College or College-sponsored activities, including, but not limited to research, studying, administration, participation in field experiences, online activities, internships, athletic events, cultural events, fire, police, or emergency services, or other College functions on College property, at College-leased or owned facilities, or at any sites where College-sponsored activities are held.
2. Failure to comply with the reasonable directions (including refusing to furnish identification upon request) of authorized College officials, including campus security personnel, acting in the performance of their duties.
3. Participation in, or organization of, any unauthorized activity to interrupt the functions of the College or intentional and substantial interference with the freedom of expression of others.
4. Unauthorized entry to or use of College property, including the failure to leave any of the College buildings or grounds after being requested to do so by an authorized College official.
5. Theft or attempted theft of College or personal property of a member of the College community or campus visitor, or knowingly possessing stolen property.
6. Illegal gambling.
7. Forgery, unauthorized alteration, falsification of, or unauthorized use of any College documents (including those submitted to the College as part of its admissions process), records, keys, or instruments of identification.
8. The illegal or unauthorized use, possession, or storage of any fireworks, explosive, or dangerous chemical.
9. Unauthorized use or misuse of the College name or logo for soliciting funds or for sponsorship of activities, or on printed matter.
10. Violation of rules and regulations pertaining to the operation of automobiles, bicycles, mopeds, or other vehicles on College property or at College-sponsored activities.
11. Deliberate destruction of, damage to, malicious use of, or abuse of College property or property under its jurisdiction or the property of a member of the College community or campus visitor.
12. Intentional initiation or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency.
13. Violating fire or safety regulations, including the unauthorized use or misuse of fire safety equipment or damage of said equipment.
14. Unauthorized or fraudulent use of College facilities and/or equipment, or use of any of the above for any illegal act.
15. Student behavior that may be self-injurious, or potentially pose a risk of harm to the health, safety, or property of any person or of the College, or otherwise be dangerous.
16. Deliberate filing of false accusations of sexual misconduct.
17. Any other act(s) on College property or at College-sponsored activities that are in violation of Maryland or federal law.
18. Knowingly violating the terms of any disciplinary sanction imposed in accordance with the Code of Student Conduct.

VI. Code of Student Conduct Referral, Sanctions, and Appeal Process

A. Referral

Any prohibited student conduct outlined in this Code which cannot be informally resolved as prescribed in this Code, or that is covered under other College policies or procedures as outlined in this Code, or is a violation of criminal or civil law, must be referred to the AVP/DOS located in Suite 319 of the Jefferson Building, for resolution (see Section V, Prohibited Conduct). Where public safety is perceived to be an immediate threat, dial 9-1-1.

B. Investigation

After a Student Behavior Incident Report Form has been submitted, the AVP/DOS will initiate a prompt, thorough, and impartial investigation of all alleged violations of the Code of Student Conduct. Students will have an opportunity to be heard, to submit information, and to identify witnesses who may have relevant information in their defense.

1. The AVP/DOS or his/her designee will notify the respondent of the alleged, reported violations and seek a conference with the respondent within three (3) workdays of receiving a report. The AVP/DOS or his/her designee will conduct an investigation of the alleged violation(s) by collecting evidence and interviewing witnesses, clarifying any statements, observations, or allegations with the complainant. After completing the investigation and meeting with the respondent, the AVP/DOS or his/her designee may either dismiss the complaint as unfounded or initiate disciplinary sanctions. In cases where the AVP/DOS or his/her designee determines that disciplinary sanctions are warranted, within five workdays of his/her determination, the respondent will be notified in writing. All written notices will be sent by registered and priority mail. If the complaint is complicated or otherwise cannot reasonably be investigated within the allotted workdays, the AVP/DOS or his/her designee may extend the time for a decision and will inform the respondent of the extension in writing.
2. Failure of the respondent to respond to a request for a conference or to accept a registered letter within five workdays constitutes an acknowledgement that a violation of the Code of Student Conduct has occurred and the student's rights to any further appeal are waived. Timelines for responding to notices are determined by the date the registered letter is mailed or the documented date the respondent was notified by any other means of communication.
3. After the conference with the respondent, the AVP/DOS or his/her designee, based on the preponderance of the evidence, may impose a sanction and inform the respondent of the appeal hearing process

C. Sanctions

The following range of disciplinary sanctions may be imposed by the AVP/DOS:

1. Disciplinary warning – A written warning issued to a student notifying him/her that his/her behavior is unacceptable and is a violation of the Code of Student Conduct.
2. Disciplinary reprimand – A written reprimand issued to a student for a Code of Student Conduct violation with specific sanctions identified for the student. Disciplinary sanctions which may be imposed include, but are not limited to:

a. Disciplinary probation means that the student is still enrolled and is put on formal notice that they are subject to specific behavioral guidelines, the violation of which may lead to more severe forms of discipline such as suspension or expulsion.

b. Suspension/expulsion from participation in College-related activities: For example, participation in intercollegiate athletics, student government association, student clubs and organizations, etc.

c. Educational project or community service assignment: A project or assignment on campus or in the community, which will provide the student with an opportunity to observe and learn specific valued human behaviors related to his/her own conduct. For example, participation in a leadership seminar, alcohol/drug seminar, and/or personal development class. Evidence of satisfactory completion will be required.

3. Interim Suspension – The AVP/DOS or his/her designee may suspend a student for an interim period. Interim suspension is immediately effective without prior notice, whenever there is evidence that the continued presence of the student on College premises poses a substantial threat to him or herself or to others or to the stability and continuance of normal College functions. The respondent will be notified by the AVP/DOS or his/her designee of the complaint/allegations and informed of his/her right to due process, which would include the right to appeal to the Student Discipline Committee within three (3) workdays of the respondent's notification of the interim suspension. The Student Discipline Committee will notify the respondent of its decision in writing within three (3) workdays of the appeal hearing. Financial and academic consequences of this interim suspension are the responsibility of the student. Interim suspensions used for immediate safety and security measures in Title IX Sexual Misconduct complaints will be handled under the Title IX Sexual Misconduct Policy and Procedures. Students placed on Interim Suspension may be assigned specific requirements to complete in order to return to class and/or College.

4. Suspension from participation in a particular class is issued in serious cases where the behavior is determined to be a violation that has egregiously compromised the learning environment of that class. Suspension from the class for the duration of the semester requires the approval of the Provost/Vice President for Academic Affairs and Vice President for Learning Support.

5. Suspension from participation in a particular program of study is issued in cases where the behavior, determined to be a violation of the Code of Student Conduct, is a violation of the professional and ethical code of the program of study, and has compromised the learning environment of a particular program of study. After suspension from a program of study, the student may not reregister for the program without the approval of the Provost/Vice President for Academic Affairs or licensure entity.

6. Disciplinary suspension is a student's involuntary separation from the College for a stated period of time and until any imposed condition is met. The student is not permitted to enter campus or participate online without the express permission of the AVP/DOS. A notation is entered on the student's account and will remain there for the duration of the suspension.

7. Expulsion is the most serious of all sanctions and indicates that an egregious violation of the Code of Student Conduct has occurred. Expulsion results in permanent separation from the College and will be noted on the student's transcript. The AVP/DOS will make a recommendation for expulsion to the Vice President for Learning Support, who will expel the student. A notation is entered on the student's account and will remain there permanently.

D. Appeal Process

Students who are sanctioned under the Code of Student Conduct may appeal to the Student Discipline Committee, whose decision will be final. Appeals to the Student Discipline Committee are received by the Office of the Vice President for Learning Support, located in Suite J319 of the Jefferson Building. The appeal must be submitted in writing to the Vice President's Office within five (5) workdays following notification of the sanction.

1. Student Discipline Committee Membership

a. The Student Discipline Committee is an established committee through the College Senate.

b. The Student Discipline Committee will conduct student appeal hearings for disciplinary sanctions imposed by the AVP/DOS and in Academic Integrity cases resulting in expulsion.

The College Senate shall elect a Chairperson for the Student Discipline Committee. Recommendations for additional members of the Student Discipline Committee will be submitted to the Vice President for Learning Support by June 1 of each year, who will serve for the upcoming fiscal year.

Senate recommendations for Student Discipline Committee must reflect the following representation: two (2) representatives from Academic Affairs, one (1) representative from Learning Support, one (1) representative from College Security, two (2) student representatives appointed by the Student Government Association, and two (2) trained alternates. When needed, a trained alternate will serve in the absence of a member of the Student Discipline Committee.

Senate recommendations for the Student Discipline Committee will be vetted through Human Resources and selected members will be trained.

2. Notification of Student Appeal Hearing

a. The Student Discipline Committee shall notify the student in writing of the date, time, and location of the Student Discipline Committee appeal hearing. The appeal hearing will be scheduled within three (3) workdays after the appeal is received. If, however, a longer period of time is needed in which to schedule the appeal hearing, the student will be notified in writing of the extension by the Chairperson of the Student Discipline Committee or his/her designee. Prior to the appeal hearing, the student will be:

i. Provided with a written statement of the violation charge(s) against him/her.

ii. Provided with a list of the alleged infractions.

iii. Informed of the right to appear alone or with one College Support Person. Legal counsel is permitted in the appeal hearing when the student faces concurrent criminal charges, the institution proceeds through counsel, or the student faces potential suspension or expulsion from the institution. Legal counsel for the student is at the student's expense.

iv. Allowed to examine, in advance, any written evidence or exhibits which the College plans to submit; reciprocally, the student will allow the College to examine, in advance, any written evidence or exhibits the student plans to submit.

v. Advised of the right to present information, witnesses, and evidence on his/her behalf, as long as all witness statements and evidence directly pertain to the incident in question.

vi. Advised of the right to remain silent without assumption of responsibility.

3. Student Appeal Hearing Procedures

a. Students may appeal a disciplinary sanction imposed by the AVP/DOS or for violations which result in expulsion to the Student Discipline Committee. The appeal hearing shall be closed to the public. The Chairperson of the Student Discipline Committee shall have the duty of maintaining order at the appeal hearing and, therefore, shall have the right to exclude any disruptive party or disruptive witnesses from the appeal hearing.

b. Failure of the student to appear for the appeal hearing without prior notification or evidence of extenuating circumstances, provided adequate advance notice of the appeal hearing time, date, and location has been given, waives his/her right for further appeal and the disciplinary sanction previously imposed will stand.

c. All meetings of the Student Discipline Committee will be taped or transcribed. In addition, the following order of presentation will be observed:

i. Opening statement of the complaint and disciplinary sanctions assigned by the AVP/DOS or appropriate Vice President to be presented by the Chairperson of the Student Discipline Committee or designee.

ii. Opening statement by the student who is appealing.

iii. Presentation of evidence to support the appeal by the student.

iv. Private deliberation by the Student Discipline Committee.

d. After private deliberation, the Student Discipline Committee shall determine through a majority vote whether to uphold, modify, or dismiss the sanction imposed by the AVP/DOS or appropriate Vice President. The student will be notified in writing of the Student Discipline Committee decision within five (5) workdays. If, however, a longer period of time is required to complete the decision, the student will be notified in writing of the extension by the Chair of the Student Discipline Committee or his/her designee.

e. In cases where the Student Discipline Committee agrees that the sanction of expulsion is warranted, the President must review the case and approve the Committee's decision to expel.

f. The decision of the Student Discipline Committee shall be final.

VII. Reenrollment Following a Disciplinary Suspension

A. A respondent who has been subject to disciplinary suspension from the College must request reenrollment and meet with the Vice President for Learning Support. The student must present evidence that he/she has satisfied any and all conditions of reenrollment that were established at the time the suspension was imposed. Where appropriate, the respondent may be required to provide documentation from a qualified professional indicating that the respondent no longer poses a significant risk of substantial harm to the health or safety of such respondent, or others, or of interference with the normal operations of the College, its students, faculty, and staff.

B. The Vice President for Learning Support or his/her designee must approve the request for reenrollment. In approving a request for reenrollment, the Vice President or his/her designee may impose conditions and/or requirements under which the respondent will be allowed to reenroll. The respondent will be notified in writing of the decision regarding his/her request for reenrollment including any conditions and/or requirements under which the respondent will be allowed to reenroll.

C. The College reserves the right to pursue any and all legal remedies and such rights and remedies are specifically reserved. Denial of readmission may be imposed upon a respondent who has violated the Code of Student Conduct and has withdrawn from the College prior to or during disciplinary proceedings.

VIII. Records

A. A disciplinary file in the name of the respondent will be established for all disciplinary sanctions. If the respondent was not found to have violated this Code of Student Conduct, a record of the complaint will be maintained but will not be made available for disclosure. Files are maintained in accordance with the Family Educational Rights and Privacy Act (FERPA).

B. Disciplinary files may be voided for good cause by the Vice President for Learning Support.

C. Files of respondents who have received a written disciplinary sanction will be retained for seven years from the date sanctions were imposed. The files will then be destroyed except in cases where the respondent has been indefinitely suspended or expelled from the College. Files for these respondents will be retained permanently. Information contained in the files is confidential and may be released only in accordance with applicable federal and state laws.

D. If a respondent is suspended or expelled, complete records of the appeal hearing proceedings and all pertinent documents shall be maintained by the Vice President for Learning Support. For suspended students it remains on the transcript for the duration of the suspension; for expelled students it remains on the transcript permanently.

E. Records of all disciplinary actions will be filed in the office of the Vice President for Learning Support.

The College's official version of the Code of Student Conduct is on its website (www.frederick.edu) that may be revised annually.

College-Sponsored Student Publications Policy and Procedures

I. Philosophy and Purpose

Frederick Community College ("FCC" or the "College") protects students' exercise of free expression in accordance with Maryland State Law, the First Amendment to The United States Constitution, and Article 40 of the Maryland Constitution's Declaration of Rights. Because FCC values the open and free exchange of ideas, the College sponsors student publications that serve as designated forums for student expression. This Policy and Procedures applies to all current and future College-sponsored publications.

II. Definitions for the Purpose of this Policy and Procedures

A. **"College community"** includes trustees, students, and all employees of the College as well as any independent contractors or other third parties to the extent articulated under contractual agreements.

B. **"Faculty member"** means any person hired or retained by the College to conduct classroom instruction.

C. **"College-sponsored media"** means any material that is:

- prepared, written, published, or broadcast by a student journalist at a public institution of higher education;
- distributed or generally made available to members of the student body; and
- prepared under the direction of a student media advisor.

College-sponsored media does not include material that is intended for distribution solely within the course in which the material is produced.

D. **"Student"** refers to an individual who is registered at the College, either full or part time, in a credit or continuing education course or courses who has either paid or made arrangement for payment of tuition and fees.

E. **"Student journalist"** means a student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in College-sponsored media or College-sponsored publications.

F. **"College-sponsored student publication"** means a publication, printed or digital, produced and distributed by or through the collaborative work of enrolled students, under the direction of a student media advisor.

G. **"Student publication staff"** means the body of students that produces a College sponsored student publication.

H. **"Student media advisor"** refers to an FCC employee authorized to supervise or provide instruction relating to College-sponsored media or College-sponsored publications.

III. Categories of College-Sponsored Student Publications

The College supports student publications aligned with one of the following categories:

A. Literary Magazine Aligned with Curricula for Course Credit

1. Tuscarora Review is a literary magazine produced through a collection of credit bearing courses.
2. Tuscarora Review is published by and for students of the College. The magazine provides a visible outlet for the literary and visual arts, while also emphasizing the value of arts and humanities education to the College community.

B. Journalistic Publication Aligned with Curricula for Course Credit

1. The Commuter is a journalistic publication that provides experiential learning to students through a credit-bearing course at FCC. Students produce The Commuter under the direction of a student media advisor.
2. The Commuter is published by students of the College to provide news and information, while also emphasizing the value of journalism education to the College community.

IV. Procedures

A. Opportunities for Student Expression in College Sponsored Student Publications

1. FCC students determine the content of the Tuscarora Review and The Commuter.
2. The Commuter and the Tuscarora Review are open to submissions from members of the College community during the academic year.
3. Submissions are subject to a rigorous editorial review process that does not infringe upon the free speech and press rights of student journalists.
4. The Tuscarora Review selects submissions for publication and awards based on creative, artistic, and compositional merit.
5. The Tuscarora Review includes updated submission guidelines and processes in each annual issue.
6. The Commuter selects submissions for publication based on journalistic, graphic, photographic, and compositional merit.
7. The Commuter includes updated submission guidelines and processes in each digital and print issue.

B. Unprotected Expression

The following types of content or expression are not protected in College-Sponsored Student Publications:

1. Content that is libelous or slanderous.
2. Content that unlawfully invades a person's right to privacy.
3. Content that intends to harass, threaten, or intimidate an individual.
4. Content that incites students to create a clear and present danger through the commission of an unlawful act.
5. Content that incites students to create a clear and present danger of the violation of College policies and procedures.
6. Content that incites students to create a clear and present danger of a material and substantial disruption of College activities and learning environment.
7. Content that violates federal or state law.

C. Circulation

1. The Commuter and the Tuscarora Review circulate on the main campus and The Monroe Center.
2. The Tuscarora Review publishes a print and digital edition in May.
3. The Commuter publishes multiple digital editions each semester and one print edition each semester.
4. The Commuter circulates digital editions through its website and social media channels.
5. The FCC Learning Commons maintains archives of The Commuter and the Tuscarora Review.

D. Freedom from Reprisal

1. A student journalist may not be disciplined for exercising rights protected under this Policy and Procedures or as set forth in Section 15-119 of the Education Article of the Annotated Code of Maryland.
2. A student media advisor may not use the media advisor's position to influence a student journalist to promote an official position of the College.
3. A student media advisor may not be disciplined for acting to protect a student journalist for exercising rights protected under this Policy and Procedures or as set forth in Section 15-119 of the Education Article of the Annotated Code of Maryland.

College Transportation Services Policy and Procedures

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College") supports transportation services for College travel associated with academic and co-curricular learning and activities. For policy and procedures related to field trips, see the Student Field Trip Policy and Procedures (pending).

This Policy and Procedures applies to College travel that has been budgeted and approved for the use of College transportation services. To use College transportation services, travel must be planned in advance in order to secure the most economical mode of transportation and to minimize interference with other scheduled activities. For international travel experiences, refer to the International Travel Policy and Procedures.

Only employees with a current Commercial Driver's License (CDL) with passenger endorsement who also pass a College-approved online driving course annually, and who are authorized by the Director of College Safety and Emergency Preparedness, will be allowed to drive College vehicles.

Students are not allowed to drive College vehicles.

II. Definitions for the Purpose of this Policy and Procedures

A. **"College Transportation Services"** refers to the use of College-owned vehicles or College-contracted transportation services.

B. **"Requestor"** refers to the FCC faculty or staff member who requests College transportation services.

C. **"Authorized budget approver"** refers to the employees who are authorized to approve requests for College transportation services and who are accountable for transportation budget management. They include the AVP/Dean of Arts and Sciences, the Executive Director of Adult Education & Lifelong Learning, Executive Director of Workforce Training, Executive Director of Emergency Management Programs, Director of Student Engagement, Executive Associate to the President, and Senior Leaders.

D. **"College community"** includes trustees, students, and all employees of the College.

E. **"Non-Local Travel"** refers to any travel outside of Frederick County.

F. **"Student"** means an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes who has either paid or made arrangement for payment of tuition and/or fees. For students under the age of 18, the Student Field Trip Policy and Procedures (pending) also applies.

G. **"Trip leader"** refers to the College employee who is responsible for coordinating and leading the student travel. For non-local travel using College transportation services, trip leaders must travel with the group from the point of departure, remain on the trip, and travel back with the group.

III. Procedures

A. Request for College Transportation Services

1. A minimum of six (6) passengers, including the trip leader, is required to request College transportation services.

2. A request for the use of College transportation services must be submitted using the Request for College Transportation Services Form and should be submitted as far in advance as possible of the departure date. A minimum of twenty-one (21) calendar days is required. The request must include the approval of an authorized budget approver who provides a budget account number to be charged for the transportation services.

3. The Request for College Transportation Services Form must be submitted to the Communications Operator located in Room H116 of the Student Center or by email to TransportationServices@frederick.edu.

B. Assignment of Transportation Services

The Communications Operator will coordinate and assign what mode of College transportation service will be provided and confirm with the requestor.

C. Destination Travel

Ground transportation needed after arrival at the destination must be provided through public transportation services.

D. Cancellations/Changes

1. Trip Leaders

Any cancellation/change made by a trip leader must be communicated to the College Security office at 301-846-2453 by the trip leader or requestor as soon as possible. Trip leaders should be persistent in getting cancellation notice to the College Security office. If unable to speak directly with someone in the College Security office, trip leaders must contact Neile Hicks at 410-370-3448 or Wayne Barbour at 301-523-2727. The Communications Operator will provide confirmation of the cancellation/change with the trip leader.

2. Communications Operator

Any cancellation/change made by the College will be communicated by the Communications Operator to the trip leader and/or the requestor immediately.

IV. Requirements

A. All passengers are required to complete an Excursion Waiver and Release prior to departure.

B. All trip leaders are responsible for ensuring that all passengers participating on the excursion (whether they use College transportation services or not) have completed the Excursion Waiver and Release before departure.

C. The trip leader is responsible for documenting on the Excursion Roster that all Excursion Waiver and Release forms have been received.

D. The trip leader must return a completed Excursion Roster to the College Security Office prior to departure.

E. Trip leaders must provide their cell phone number, where they can be contacted for the duration of the trip, to all travelers before arrival at the destination.

F. Trip leaders are expected to return all vehicles in a clean condition by removing trash, bottles, etc. from seats and aisles prior to departing the vehicle.

G. Driver and passengers must wear seat belts, if available.

H. Use of tobacco products and vaping are prohibited in all vehicles.

I. Transportation or possession of alcohol, weapons, or illegal drugs is prohibited.

J. Students and employees are representing the College at all times during trip, travel, activities, and events. All College policies and procedures apply.

K. All Athletic rules and regulations apply for athletic travel.

L. Students are not allowed to drive College vehicles.

M. Only employees with a current Commercial Driver's License (CDL) with passenger endorsement who also pass a College-approved online driving course annually, and who are authorized by the Director of Safety and Emergency Preparedness, will be allowed to drive College vehicles.

Complaint Policy and Procedure for Students

I. Philosophy and Purpose

Frederick Community College ("FCC" or the "College") strives to create and maintain a teaching and learning environment where effective communication enhances integrity, justice, and civility. The purpose of this Complaint Policy and Procedure for Students is to provide a method of recourse to students who wish to formally address a final course grade or a particular action on the part of a College employee(s).

Students are expected to first attempt to resolve issues covered under these procedures informally by communicating directly with the employee with whom the issue originated.

If informal resolution is not possible between the student and the employee with whom the issue originated, students have the right, using this Complaint Policy and Procedures, to appeal final course grades, contest a policy or practice of the College, or College employee that is considered improper or unfair. This Complaint Policy and Procedures may also be used to contest situations where they believe there has been deviation from or misapplication of a policy or practice unrelated to discrimination or sexual misconduct.

Students wishing to file a complaint alleging any act of discrimination or sexual misconduct should refer to the College Non-Discrimination Policy and Procedures or the Title IX Sexual Misconduct Policy and Procedures available on the College website.

II. Application and Scope of Jurisdiction

A. This Policy and Procedures is applicable to all students, including continuing education students.

B. A complaint may be filed only by a student on his/her own behalf (with the exception of youth programs), and only after efforts to address the matter through informal means were unsuccessful.

C. Throughout all steps of the Complaint Procedures, all parties should expect that confidentiality shall be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) and any other applicable laws.

D. The Complaint Procedures for Students, whether disputing final course grades or other treatment, may not be used to address allegations of discrimination, including sexual misconduct. When a student believes that he/she has been discriminated against due to his/her age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status, the appropriate Frederick Community College Procedure is the Non-Discrimination Policy and Procedures or the Title IX Sexual Misconduct Policy and Procedures.

E. Records of all final course grade complaints will be maintained by the Office of the Provost/Vice President for Academic Affairs. Records of all non-grade complaints will be maintained by the Office of the Vice President for Learning Support using the Secured College Tracking System. Seven years is the minimum for retention of final course grade and non-grade complaint reports.

F. There will be an institutional review conducted twice per year by the President's Cabinet of all student complaints. The review will focus on modifications and improvements needed as a result of information obtained in the handling of complaints.

III. Definitions for the Purpose of this Policy and Procedure

A. **"Student"** refers to an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes, who has either paid or made arrangement for payment of tuition and/or fees.

B. **"Final Course Grade"** refers to the final grade assigned by the instructor and entered on the student's transcript.

C. **"Informal Resolution"** refers to initial meetings, outside of class time, between the parties directly involved in a grade or non-grade issue (as described in this policy and procedure) where there is a good faith effort to resolve the issue so that initiation of a formal complaint is not necessary.

D. **"Formal Complaint"** – When a student believes that attempts at informal resolution have been unsuccessful, they may initiate a formal complaint by following the steps outlined in this policy and procedure.

E. **"College Support Person"** means an employee of the College chosen to accompany and assist a student or faculty member through an appeal hearing before the Student Final Course Grade Grievance Committee. The College Support Person cannot be a fact witness or provide statements. The College Support Person is a non-participant who is present to assist the student or faculty member by taking notes or providing emotional support and reassurance.

F. **"Preponderance of Evidence"** means evidence that is of greater weight or more convincing than the evidence to the contrary; evidence which shows that something is more likely than not to be true or 50.1% likely to have occurred.

G. **"Workdays"** means Monday through Friday and does not include weekends, holidays, scheduled breaks, or other days the College is closed.

H. **"Responding Party"** refers to the person or office against whom a complaint is directed.

I. **"Secured College Tracking System"** refers to the official College system used to record and track reports of complaints.

J. **"Student Final Course Grade Grievance Committee"** refers to a hearing panel to whom students may appeal final course grades as described under this procedure. The Senior Leadership Team (SLT) will appoint an Associate Vice President from Academic Affairs, two representatives from the student body, and two faculty to serve as a Student Final Course Grade Grievance Committee. Student Final Course Grade Grievance Committee members will be trained in appeal hearing procedures. The academic departments and the Student Government Association may recommend individuals to the SLT to be selected to serve on the Student Final Course Grade Grievance Committee.

K. **"Senior Leader"** refers to a member of the President's Senior Leadership Team, which includes the Vice President for Academic Affairs/Provost, the Vice President for Learning Support, the Vice President for Continuing Education and Workforce Development, the Vice President for Finance and Human Resources, the Chief Information Officer, the Special Assistant to the President for Institutional Effectiveness, and the Chief of Operations.

IV. Final Course Grade Complaints

A. The College relies on, and endorses, the instructor's right to pass expert judgment on all submitted student work. The College also recognizes the instructor as the sole evaluator of all work submitted by students for/in a specific course. Students are expected to work informally with the instructor to resolve a complaint through a respectful meeting outside of the regular class schedule time.

B. After attempting unsuccessfully to resolve a final course grade dispute with an instructor, a student may file a written complaint (email acceptable) regarding a final course grade with the instructor requesting a reevaluation of the final course grade. The student's written communication should present any and all evidence that a substantial error has occurred in final course grading. Substantial evidence of error is defined as:

1. The assignment of a final course grade to a student on some basis other than performance in the course; or
2. The assignment of a final course grade to a student by using standards different from those which were applied by the same instructor to other students in that course; or
3. The assignment of a final course grade by an unannounced departure from the instructor's previously articulated standards as represented by the syllabus of record.

The student must submit a written complaint regarding a final course grade to the instructor within fifteen (15) workdays of the official final course grade posting date and copy the Department Chair/Supervisor.

C. Responding Party

The instructor must respond in writing (email acceptable) to the student's complaint within ten (10) workdays and copy their response to the appropriate Department Chair/Supervisor. The Department Chair/Supervisor must follow up with the instructor if they have not provided the response to the student within the ten (10) workdays.

A student may appeal the response of the instructor within ten (10) workdays of receiving the response to the Department Chair/ Supervisor using the Student Final Course Grade Appeal Form.

D. Appeal to Department Chair or Supervisory Level

The Department Chair/Supervisor will review the appeal, interview the student and the instructor, and/or request additional information during this step. If the Department Chair/Supervisor believes that there is substantial evidence the final grade has been assigned in error, the Department Chair/Supervisor will recommend that the instructor change the final grade. If the Department Chair/Supervisor believes that there is not substantial evidence and the final grade was correctly assigned, he/she will recommend that the final grade stand.

The Department Chair/Supervisor will notify the student of the recommendation in writing within ten (10) workdays of receipt of the Student Final Course Grade Appeal Form.

In cases where the instructor is the Department Chair, the supervisor of the Department Chair will review the appeal.

E. Appeal to Student Grievance Committee

1. Within five (5) workdays of the response of the Department Chair/Supervisor, a student may appeal a final course grade to the Student Final Course Grade Grievance Committee if he/she reasonably believes that informal resolution with the instructor was unsuccessful, a formal written complaint to the instructor did not resolve the issue, an appeal was made to the Department Chair/Supervisor, and the final course grade issue was not resolved. The student must submit an appeal to the Student Final Course Grade Grievance Committee on the Student Final Course Grade Appeal Form. All information on the form must be completed. Incomplete forms will not move forward in the process. The student must submit the form to the Department Chair/ Supervisor. The Department Chair/Supervisor signs the form and submits all materials to the Academic Affairs Office or to the Office of the Vice President for Continuing Education and Workforce Development.

   A date for an appeal hearing with the Student Final Course Grade Grievance Committee will be scheduled by the Academic Affairs Office or the Office of the Vice President for Continuing Education and Workforce Development within ten (10) workdays of receipt of the form. The student will be notified in a timely manner and given adequate advance notice. The hearing will be conducted within thirty (30) workdays of receipt of the Student Final Course Grade Appeal Form.

   Failure of the student to appear for the appeal hearing without prior notification or evidence of extenuating circumstances waives his/her right for further appeal and the decision by the Department Chair/Supervisor or supervisor will stand.

2. The appeal hearing shall be closed to the public and will be recorded or transcribed.

3. The student and the responding party (instructor or designee) shall be in attendance at the appeal hearing.

4. Representation by legal counsel is not allowed in the appeal hearing. However, the student or faculty member may have a College Support Person of his/her choice.

5. Appeal hearings before the Student Final Course Grade Grievance Committee shall not be subject to the formal rules of evidence. The Student Final Course Grade Grievance Committee will make its own determination by a preponderance of the evidence. In all cases, the hearing shall be conducted in a fair and impartial manner.

6. The Student Final Course Grade Grievance Committee will either affirm or reject the final course grade appeal of the student and inform the student and the responding party in writing within five (5) workdays of the appeal hearing. The decision of the Student Final Course Grade Grievance Committee shall be final.

V. Non-Grade Complaints

A. If possible, students should attempt to resolve non-grade issues informally with the employee in question. After attempting unsuccessfully to resolve a non-grade issue informally with a College employee, a student may issue a written complaint regarding an action or decision by a College employee that he/she believes is improper, unfair, or is a deviation from a policy or practice unrelated to discrimination or sexual misconduct. The student's written complaint should present any and all evidence that a substantial error has occurred. Substantial evidence of error is defined as:

1. The action performed by a College employee toward a student represented a substantial or unreasonable departure from approved College Policy or Procedure; or

2. The action set unreasonable standards different from those which were applied by the College to other students in similar situations.

   The student's written complaint must be submitted on the Student Non-Grade Complaint Form to the Office of the Vice President for Learning Support, 7932 Opossumtown Pike, Frederick, MD 21702, Suite 319 of Jefferson Hall, lhildebrand@frederick.edu, within ten (10) workdays of the action taken against the student.

B. Responding Party

The Office of the Vice President for Learning Support will refer the Student Non-Grade Complaint Form to the appropriate supervisor and Senior Leader of the employee or office which is the responding party in the complaint. Within ten (10) workdays, the appropriate supervisor will investigate the complaint and will respond in writing to the student, providing copies to the Senior Leader and Office of the Vice President for Learning Support.

C. Appeal to the Senior Leader

A student may appeal the action or response of the supervisor. The appeal must be requested by using the Student Non-Grade Complaint Form again, this time by checking the box on the form requesting an appeal of the supervisor's response from an original complaint. The Student Non-Grade Complaint Form requesting an appeal should be submitted to the Office of the Vice President for Learning Support, 7932 Opossumtown Pike, Frederick, MD 21702, Suite 319 of Jefferson Hall, lhildebrand@ frederick.edu, within ten (10) workdays of the supervisor's response. The Office of the Vice President for Learning Support will refer the appeal request to the appropriate Senior Leader. The Senior Leader will respond to the student's request for an appeal within ten (10) workdays of the date of the request for an appeal and will notify the Office of the Vice President for Learning Support of the decision. The action of the Senior Leader will be final.

D. Notification

The Senior Leader will provide the student and the responding party with the final decision regarding the complaint.

Field Trips and Other Student Travel Policy and Procedure

I. Philosophy and Purpose

Frederick Community College ("FCC" or the "College") encourages field trips and other student travel associated with academic, continuing education, co-curricular, and extra-curricular activities.

College funds for field trips may be available through the Office of the Associate Vice President (AVP)/Dean of Arts and Sciences or the Continuing Education and Workforce Development (CEWD) Office, as applicable. College funds for other student travel may be available through the Center for Student Engagement, the Academic Affairs Office, or the CEWD Office, as applicable.

If College transportation services are to be used, also refer to the College Transportation Services Policy and Procedures.

II. Definitions for the Purpose of this Policy and Procedures

A. **"Field trip"** refers to an assigned group event or activity involving the participation of the entire class, chaperoned by a faculty member or staff advisor, that is part of a course requirement as designated in the course syllabus at the beginning of the session.

B. **"Other student travel"** refers to any event or activity that is offered as part of membership in a recognized student club or organization, functioning under the auspices of the Center for Student Engagement; or, is related to academic activity that is not a field trip; or, is travel related to participation in athletics; or, is part of a CEWD event.

C. **"College transportation services"** refers to transportation services that are provided and paid for by

III. Procedures for Field Trips

Field trips are contingent upon the approval of available funding through the AVP/Dean of Arts and Sciences or the appropriate CEWD executive director. Field trips must be included in the syllabus presented to students at the start of the class, and their inclusion should be highlighted on the first day of class. All reasonable accommodations must be made when assigning field trips. An appropriate alternative assignment must be made for all students for whom accommodations cannot be made or for students who have been given a faculty-approved absence.

A. Faculty should note field trips in the submission of syllabi which are due to program managers and department chairs before the session starts. Department chairs must forward a list of all field trips to the AVP/Dean of Arts and Sciences one week prior to the start of the semester or term.

   CEWD adjunct faculty should note field trips in the submission of syllabi or course outlines which are due to CEWD program managers upon assignment of a class. CEWD program managers must forward a list of all field trips to the appropriate CEWD executive director one month prior to the start of a class.

B. If College transportation services are requested, individual faculty/adjunct faculty members are responsible for the submission of a Request for College Transportation Services Form to the AVP/Dean of Arts and Sciences a minimum of 21 calendar days in advance of the departure date.

C. If College transportation services are not to be used, individual faculty/adjunct faculty members are responsible for ensuring that all students have accessible transportation.

D. For all field trips, the following forms are required to be submitted by faculty members/staff advisors/adjunct faculty for all participants, and all directions on these forms must be followed:

   1. Excursion Waiver and Release
   2. Excursion Roster
   3. If applicable, the Request for College Transportation Services Form

E. Faculty members or staff advisors must obtain signed Excursion Waiver and Release forms from all participants prior to departure and submit a copy of all signed Excursion Waiver and Release forms for field trips to the AVP/Dean of Arts and Sciences within two weeks after the field trip. The AVP/Dean of Arts and Sciences will archive the waivers for a period of three years.

   CEWD adjunct faculty members must obtain signed Excursion Waiver and Release forms from all participants prior to departure and submit a copy of all signed Excursion Waiver and Release forms for field trips to the appropriate CEWD executive director within two weeks after the field trip. The CEWD executive director will archive the waivers for a period of three years.

F. Faculty members/staff advisors/adjunct faculty must submit a copy of the completed excursion roster to the College Security Office immediately prior to departure and must take a copy with them on the trip. The College Security Office will archive the rosters for a period of three years.

G. All field trips are officially convened and dismissed at the field trip site.

III. Procedures for Other Student Travel

All travel other than field trips are voluntary and must meet the following requirements:

A. Travel must be planned so as not to create an undue interference with academic responsibilities.

B. If College transportation services are requested, club advisors are responsible for the submission of a Request for College Transportation Services Form to the Center for Student Engagement a minimum of 21 calendar days in advance of the departure date.

C. For all student travel that involves a Request for College Transportation Services or funding for travel-related costs, the following forms are required to be submitted by the club advisor or trip leader for all participants, and all directions on these forms must be followed:

   1. Excursion Waiver and Release
   2. Excursion Roster
   3. If applicable, the Request for College Transportation Services Form

D. If College transportation services are not to be used, participants will assume the responsibility of risk for the travel.

E. Club advisors/trip leaders must obtain signed Excursion Waiver and Release forms from all participants prior to departure and submit a copy of all signed Excursion Waiver and Release forms for student travel to the Center for Student Engagement within two weeks after the student travel. The Center for Student Engagement will archive the waivers for a period of three years.

F. Club advisors/trip leaders must submit a copy of the completed excursion roster to the College Security Office immediately prior to departure and must take a copy with them on the trip. The College Security Office will archive the rosters for a period of three years.

G. Travel for students under the age of 18 requires parent or legal guardian signature on all forms.

H. Travel associated with non-credit CEWD programs must follow all of the requirements in A through G above, with appropriate forms submitted to and archived by the appropriate CEWD executive director.

Inclement Weather Policy

I. Philosophy and Scope

The President of Frederick Community College ("FCC" or the "College") or his/her designee will decide when classes are to be cancelled, or when the College is to be closed because of inclement weather or other emergency conditions. Only the decision to delay or close will be communicated. It should be assumed that the College is open if there is no notification of a delay or closure.

The President will consult with the Chief of Operations when considering a decision to close or delay the opening of the College. The Chief of Operations will gather and communicate to the President the information necessary to make an informed decision related to College operations.

II. Definitions for the Purpose of this Policy and Procedures

A. **"Inclement weather"** refers to weather that is normally considered to be related to snow or ice storms, but may include extreme cold temperatures or weather warnings for hurricane or tornado activity.

B. **"Emergency conditions"** refers to conditions that, in the determination of the President and Chief of Operations, may put the College community at risk.

C. **"College closing"** is the closing of all buildings and offices, cancellation of all classes (credit and non-credit), and the cancellation of all scheduled non-academic activities and events at both the main campus (including the Carl and Norma Miller Children's Center) and the Monroe Center (unless otherwise noted in the closing announcement). Online and hybrid classes shall proceed whenever possible during inclement weather closings or delays.

D. **"Essential Personnel"** refers to those employees designated in their job description or by the President as essential to the operation of the College during an identified period of time. Essential personnel are required to report to work as scheduled, or remain at work until released by their supervisor.

III. College Closing and Delayed Opening Procedures

All College employees and students are encouraged to sign up for the FCC Alert (www.frederick.edu/fccalert) to receive the most accurate announcements of College closings or delays. Announcements of College closings and delays will also be communicated through:

- College Information – (301) 846-2400
- FCC Alert text message (register at www.frederick.edu/fccalert)
- Comcast Cable – FCC TV Channel 23
- FCC website – www.frederick.edu
- Broadcast Media

  Radio
  - WFMD (AM 930)
  - WFRE (FM 99.9)
  - WAFY (FM 103.1)
  - WARX (FM 106.9)
  - WTOP (FM 103.5)
  - DC101 (FM 101.1)

  Television
  - NEWS4 (Ch. 4)
  - WTTG FOX-5 (Ch. 5)
  - ABC (Ch. 7)
  - News Channel 8
  - WUSA-TV (Ch. 9)
  - WBAL (Ch. 11)
  - WJZ-TV (Ch. 13)
  - WHAG-TV (Ch. 25)

  Social Media
  - Twitter – www.twitter.com/frederickcc
  - Facebook – https://www.facebook.com/frederickcommunitycollege

A. A decision to close the main campus and Monroe Center for the entire day will be communicated by 5:30 a.m. or as changing weather conditions warrant.

B. A decision to delay opening the main campus and Monroe Center until 11:00 a.m. or 5:00 p.m. will be communicated by 5:30 a.m. or as changing weather conditions warrant.

1. Buildings will be unlocked one half-hour before the announced start time.
2. Classes that are scheduled to start before a delay will not meet, unless the instructor has communicated to the students that they are to report to class at the delayed opening time.

C. A decision to close the main campus and Monroe Center during the day or evening will be communicated in as timely a manner as conditions warrant.

D. If FCC is open and an FCC class is held at an off-campus location that is closed – such as an FCPS site – the class will be cancelled. If the off-campus location is open, but FCC is closed, the class at the off-campus location will be cancelled, with the exceptions noted in Sections E and F below. Students should check with their instructors.

E. Students enrolled through FCC and attending classes at a partnering institution will follow that institution's policy for delays/closings.

F. Allied health students participating in a clinical off campus may still need to report to their location (students should check their class Blackboard site to confirm). Students enrolled in other specific off-site programs, such as Continuing Education and Workforce Development Allied Health clinicals, may not have access to Blackboard announcements. These students should follow specific instructions provided in advance by their program manager or teacher about how inclement weather closures and delays will impact expected attendance.

G. Online courses shall proceed whenever possible during inclement weather closings or delays (students should check their class Blackboard site to confirm).

H. Because weather conditions can deteriorate unexpectedly, students and staff should check the FCC website, www.frederick.edu, for the latest information prior to coming to campus or the Monroe Center.

I. When it is determined that the College is open, all employees are expected to report to work. However, the College recognizes individuals are the best judge of their own safety when deciding whether or not to travel during inclement weather. Employees eligible for annual or personal leave may use their leave if they feel that travel to FCC may be unsafe if the College is open for business.

If a credit full-time or adjunct faculty member determines that it is unsafe to travel to class because of inclement weather, he or she may choose to cancel or reschedule the class. In such cases, the full-time or adjunct faculty member is responsible for communicating directly to the students via Blackboard. Text and/or email may be used as a secondary notification. Both full-time and adjunct faculty must notify their Department Chair and Associate Vice President/Dean.

If a CEWD adjunct faculty member determines that it is unsafe to travel to class because of inclement weather, he or she must notify their program administrator or program manager.

J. All College employees designated as essential personnel must report for work as directed by their supervisors.

Intellectual Property

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College") encourages, incentivizes, and recognizes research, publishing, and other activities by faculty and staff that further the institution's mission. The College seeks to achieve a fair balance between the rights of Creators who are employees and independent contractors, and the rights of the College related to intellectual property developed using its resources. This Policy and Procedures applies to the creation of intellectual property by members of the College community.

To ensure that FCC complies with laws governing patents, copyrights, trademarks and other intellectual property rights, this Policy and Procedures establishes procedures for all members of the College community while performing official College tasks.

Procedures are outlined in general terms and may not cover every possible situation. Certain provisions and procedures may not apply to students' work in the classroom. Contact the Provost/Vice President for Academic Affairs for clarification as needed.

II. Definitions for the Purpose of this Policy and Procedures

A. **"Intellectual property"** refers to the product of creative or scholarly efforts, whether or not protected by patent, copyright, trademark, trade secret laws, contract, or agreement. Expressions of original ideas, objects, data, applications, and processes are considered to be intellectual property. Expressions could include written material, spoken descriptions, models, sketches, musical scores (including any accompanying words), sculptures, software code and programs (and related manuals and/or documentation), websites or web pages, audiovisual works, architectural works, dramatic works (including any accompanying music), pantomimes and choreographic works, and paintings. Such property includes, but is not limited to, inventions, goods, materials, course material, lab manuals, instruments, equipment, biological organisms, chemical compositions, mask works, computer software, graphics, literary and musical works, and trademarks. The intellectual property may be in tangible or intangible form. Intellectual property in tangible form may be physically distributed. Intellectual property may be protected by one or more of the following: patent, copyright, trade secret, trademark, contract, or agreement.

B. **"College resources"** refers to College premises, property, personnel, branding, or funding.

C. **"College premises"** means buildings or grounds owned, leased, operated, controlled, supervised, or temporarily used by the College.

D. **"College community"** includes trustees, students, and all employees of the College as well as any independent contractors or other third parties to the extent articulated under contractual agreements.

E. **"Creator"** refers to any member of the College community who is the originator of intellectual property.

F. **"Incidental use of College resources"** refers to the normal use of office space and facilities generally available to all College employees, such as libraries, computers, equipment, and support staff and does not (1) involve the procurement of special supplies, services, equipment, or other support by the College, (2) constitute more than ten percent (10%) of the normal duty time of any administrator or classified employee in any semester, or (3) involve released or reassigned time, or (4) demand more than 20% of the normal work hours of assisting College employees in any semester. Incidental resources that are available to employees generally should not be counted in the assessment of the use of College resources or general funds.

G. **"Invention"** refers, as broadly defined, to "anything that is new." However, more specifically, an invention, which may or may not be patentable, is: (1) a new design for a product or device; (2) a new process, sequence, or methodology; or (3) a new use or application of a product, device, process, sequence, or methodology. An invention may also be an improvement of any of these three.

H. **"Patent"** refers to any work recognized by a national patent office to have been created or invented by the bearer of the patent, alongside the rights and protections granted by ownership of the patent.

I. **"Student Work"** means work that is prepared by an FCC student.

J. **"Trademark"** refers to any symbol or combination of symbols which serve to identify the commercial source of items marked by the symbol.

K. **"Trade Secret"** refers to any information, including, but not limited to, a formula, pattern, compilation, computer software, data, device, method, technique, process, or application that: (1) derives independent economic value, actual or potential, from not being generally known to and not being readily ascertainable by proper means by other persons who can obtain economic value from its disclosure or use, and (2) is the subject of efforts that are reasonable, under existing circumstances, to maintain its secrecy.

L. **"Work for Hire"** is defined in the Copyright Act of 1976, as amended, and refers to copyrightable intellectual property, which is, for the purposes of this Policy and Procedures, deliverable to FCC, (1) prepared by an employee within the scope of his or her employment, or (2) produced as a result of a special order or commission by FCC. Work created pursuant to a research agreement between FCC and an outside party, either a private sector company or a governmental agency, is considered to be within the scope of employment. Lecture notes, articles, books, art and music works and other publications created by faculty members and technology created outside of the classroom and brought into the classroom are not considered within the scope of employment for purposes of this Policy and Procedures unless there is a specific written agreement between FCC and a faculty member, which provides that a deliverable will be considered a work for hire. Course and program descriptions, course justifications, student learning outcomes, course syllabi, and any other curriculum materials submitted by any FCC faculty member or staff member to the College Curriculum Review Committee for approval of a course, degree or certificate program, or other course of study shall be considered work for hire and within the scope of employment of any such faculty member or staff member. The copyright in such curriculum material shall belong to FCC.

III. Ownership and Rights to Intellectual Property

A. Ownership

1. For intellectual property created with incidental use of College resources or no use of College resources, the Creator retains ownership.
2. As a general rule, the College owns intellectual property created using College resources, unless the College, in its sole discretion, recognizes a specific exception. By way of example only, for intellectual property created using College resources but not at the direction of the College, employees can seek prior approval for Creator ownership. Should such approval be granted by the College, an agreement may be established between the College and the Creator, which maintains the right of the College to use the intellectual property for its educational mission and the development of its employees, and a royalty share may be established between the College and the employee. Other exceptions may be made by the College on a case-by-case basis (e.g., Faculty & Staff Writers Group, Sabbaticals).
3. For intellectual property created at the direction of the College and with College resources, the College will retain ownership and rights to the work, subject to specific written agreements between the College and the Creator to the contrary.

4. The College does not claim ownership for works developed by a member prior to becoming a member of the FCC community and prior to having any access to College resources such as works brought to the College from another place of employment.
5. The College shall own and have all rights to any inventions, discovered, created, or developed by College employees using FCC time, resources, facilities, or equipment, except as otherwise provided in this Policy and Procedures. This right shall include, but not be limited to, inventions that are (a) developed in the course of or pursuant to a sponsored project or other agreement, or (b) developed under a written agreement with FCC and with funds provided by FCC, or (c) developed using FCC time, resources, facilities, or equipment, or (d) offered to FCC by any Creators and accepted by FCC.
6. The College has the right to use Student Work for assessment and other non-commercial purposes without entering into any agreement with the student. An agreement must be established with the student if Student Work is to be used by the College or a College employee for other purposes.

B. Exceptions to Creator Ownership of Intellectual Property

Unless prior approval is established and, unless otherwise stated below, an agreement is entered into between the College and the Creator, the following types of intellectual property are not owned by the Creator:

1. Work for Hire - For purposes of ownership of works for hire, ownership vests in the College, unless there is a specific written agreement regarding the creation of the work and that agreement specifically vests title or ownership in someone other than the College. In the case of non-employee third parties with which the College is contracting for services related to creation or development of the work, it is the general policy of the College (subject to exception approved by the President or the designee of the President) to enter into written "works for hire" agreements in which the College will obtain or retain ownership rights in the work as part of the agreement for work or services. Where the College owns the copyright in a work, it may acknowledge Creators (including Creators of works for hire) who have made a substantial creative contribution to the work.
2. Institutional Works - Work produced as a collaborative effort under the supervision and/or direction of the College.

   The College generally owns institutional works. Accordingly, software and related documentation, as well as other works created by employees at the direction of the College for administrative support purposes, such as documents for administrative use and computer software created by non-faculty staff employees of the College for use by the College, are generally considered works for hire.
3. Educational Works - Work that is related to curriculum and materials used for the purposes of instruction for FCC students.

   Unless otherwise negotiated prior to their creation, educational works created or developed by College employees during their employment with the College are owned by the College and the College has the right to modify, amend, and develop derivative uses for College purposes.
4. Grant Funded and Sponsored Works

When work is created with the support of an external entity through an agreement such as a grant or contract, and when any term or condition of the agreement conflicts or is inconsistent with this Policy and Procedures, then the conflicting or inconsistent term(s) contained in the agreement shall determine ownership of the intellectual property in that work.

5. Non-Credit Adjunct Faculty Works

With respect to non-credit instruction, the College will retain rights to unlimited use of all course titles and descriptions, regardless of the non-credit adjunct faculty's employment status with the College, unless material is under copyright to another party. Course materials (e.g., syllabi, lesson plans, tests, quizzes) created outside the scope of the non-credit adjunct faculty's normal responsibilities and produced without the use of College resources remain the sole intellectual property of the non-credit adjunct faculty member. A copy of all course materials will be kept by the Program Manager.

IV. Fair-Use Doctrine

The "Fair Use" doctrine allows educators and students to use copyrighted materials without seeking prior approval to certain types of resources under certain conditions. The fact alone that the intended use is educational does not remove restrictions; the "four fair use factors" which must be considered in total, are:

1. The purpose and character of the use, including whether the use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

Educators retain some protection from infringement lawsuits because of Section 504(c)(2) of the Copyright Act. This protection is called "the good faith fair use defense" and is based on "a reasonable, good faith determination" by educational employees that their use of copyrighted materials falls under the exceptions for "fair use": i.e., employees, acting within the scope of their employment, who make a reasonable, good faith decision that their use of copyrighted materials falls under the "Fair Use" doctrine. FCC students as well as employees are expected to act responsibly and legally by applying "Fair Use" principles to the completion of their activities and projects. The College does not assume legal responsibility for violations of applicable copyright law. Student employees are subject to all College policies relating to faculty and staff. For guidance about copyright compliance, consult the Copyright Policy and Procedures.

V. Agreements Related to Ownership of Intellectual Property

As indicated throughout this Policy and Procedures, the College may enter into legal agreements related to the creation and/or ownership of intellectual property. Agreements will be dealt with on a case-by-case basis, with the goal to achieve a fair balance between the rights of Creators who are employees of the College, and the rights of the College related to the intellectual property developed using its resources.

VI. Creative Commons Licensing

FCC encourages the development and dissemination of new knowledge and intellectual property by faculty and staff. A Creative Commons (CC) license enables the Creator(s) of copyrighted work to grant permission to others for access and use of intellectual property. A CC license helps Creators retain copyright while allowing others to copy, distribute, and make certain uses of their work. Copyright owners and Creators are encouraged to add a CC license to appropriate works for the purposes of sharing and dissemination. Given the multiple CC licenses available, copyright owners and Creators should consider the most appropriate license for their particular work, most commonly the CCBY license which permits maximum dissemination and use of material. For guidance about choosing and using a CC license, contact the Copyright Compliance Officer.

Copyright designation for works that are subject to an intellectual property agreement between the Creator and FCC are determined by the agreement. Works and materials created through publicly funded contracts and grants (grantors) may require open licensing, published as an Open Educational Resource (OER), and carry a Creative Commons CCBY license. Grantees may be required to develop learning materials such as books, courses, modules, seminars, tutoring systems, and simulations as Open Educational Resources and use industry-leading e-learning open standards and specifications. In accordance with grant agreements, FCC will maintain its copyright over grant and contract-funded materials, in accordance with stipulations concerning dissemination, reuse, and adaptation of those materials under the CCBY license.

VII. Dispute Resolution

Should a dispute about the application of this Policy and Procedures arise between the Creator(s) and the College, resolution is first pursued using the Complaint Policy and Procedures for Employees. Any involved party unsatisfied with the resolution may appeal in writing to the President within ten (10) workdays days of receipt of the decision. Upon request for an appeal, the President shall review the record and render a decision. The President's decision shall be final and there shall be no further appeal within the College.

Non-Discrimination Policy/Procedures

I. Philosophy, Purpose, and Scope

Frederick Community College ("FCC" or the "College") is committed to the principles of equal opportunity and strictly prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment.

All members of the College community are expected to abide by this non-discrimination policy and to comply with Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, (ADA), and amendments. Those persons found in violation of this policy may be subject to disciplinary action, up to and including separation from employment or expulsion, in addition to the penalties imposed under federal, state, or local law.

The College has discrimination complaint procedures which apply to all members of the College community where alleged violations of this non-discrimination policy are investigated. The College will attempt to respect the confidentiality of the complainant, the respondent, and witnesses, to the extent possible consistent with College legal obligations, the necessity to investigate allegations of misconduct, and to take corrective action when discrimination has occurred.

The College also prohibits any person from engaging in retaliation against any person who exercises in good faith, his or her own rights under College policy or other law, to complain of alleged discrimination, or who participates in or assists others in any investigation charge or proceeding related to alleged discrimination. All students and employees are expected to cooperate in the investigation of complaints of discrimination. Making knowingly false statements in such a proceeding, or intentionally failing to disclose material information, whether as a complainant, a respondent or a witness, is serious misconduct that could subject the individual to disciplinary action.

Equal Opportunity in Employment and Education

Frederick Community College is an equal opportunity employer and complies with all applicable federal and state laws and regulations regarding nondiscrimination. All qualified applicants will receive consideration for employment. Frederick Community College is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment. The College reports annually to the Maryland Higher Education Commission on its progress in achieving the goals of its Cultural Diversity Plan.

It is the responsibility of the entire College community to ensure an academic and work culture that values equal opportunity in employment and access to programs.

Americans with Disabilities Act (ADA)

It is the policy of Frederick Community College to provide equal access and opportunity to its programs, employment, facilities, and educational programs in compliance with federal law, including the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, and amendments.

II. Definitions for the Purpose of this Policy and Procedure

A. **"Student"** means an individual who is registered at the College, either full or part-time, in a credit or continuing education course or courses, who has either paid or made arrangement for payment of tuition and/or fees.

B. **"Complainant"** means an individual who makes a complaint that a violation of the Non-Discrimination Policy has occurred.

C. **"Respondent"** means an individual who has been accused of violating the Non-Discrimination Policy and is referenced in a complaint.

D. **"Hearing Board"** refers to a group comprised of the Vice President for Learning Support (Chair); the Provost/Vice President for Academic Affairs; the Director of Diversity, Equity, and Inclusion; the Director of Student Engagement; and the Executive Director of Counseling and Advising (who also serves as the Chair of the Behavioral Evaluation and Response Team), or their designees. The Hearing Board serves as a hearing panel for complainant or respondent appeals of judgments/remedies/corrective action/sanctions imposed after a Non-Discrimination Policy violation investigation.

E. **"BERT"** refers to the Behavioral Evaluation and Response Team and is comprised of College officials who receive and evaluate student and employee concerns regarding student behavior that may be disruptive, self-injurious, or potentially pose a risk of harm to the health, safety, or property of any person or of the College, or otherwise be dangerous.

F. **"College Support Person"** means an employee of the College chosen to accompany and assist a complainant or respondent during an appeal hearing. Both the complainant and respondent are entitled to have a College Support Person of their choice. The College Support Person cannot be a fact witness or provide statements in the proceedings. The College Support Person is a non-participant who is present to assist a complainant or respondent by taking notes or providing emotional support and reassurance.

G. **"College community"** includes trustees, students, and all employees of the College as well as any independent contractors or other third parties to the extent articulated under contractual agreements.

H. **"Discrimination"** is treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit. This includes treatment of an individual or group based on their actual or perceived membership in a certain group or social category.

I. **"Harassment"** is unwelcome or offensive conduct against a person based on his or her protected class. Harassment becomes unlawful where 1) enduring the unwelcome or offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create an environment that a reasonable person would consider intimidating, hostile, or abusive. Anti-discrimination laws also prohibit harassment against individuals in retaliation for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or lawsuit under these laws; or opposing employment practices that they reasonably believe discriminate against individuals, in violation of these laws. Petty slights, annoyances, and isolated incidents (unless extremely serious) will not rise to the level of illegality. To be unlawful, the conduct must create an environment that would be intimidating, hostile, or offensive to reasonable people. Offensive conduct may include, but is not limited to, offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance. Harassment can occur in a variety of circumstances, including, but not limited to, the following:

- The harasser can be the victim's supervisor, a supervisor in another area, an agent of the employer, a co-worker, or a non-employee.
- The victim does not have to be the person harassed, but can be anyone affected by the offensive conduct.
- Unlawful harassment may occur without economic injury to, or discharge of, the victim.

J. **"Retaliation"** means intimidating, threatening, coercing, or discriminating against an individual for the purpose of interfering with any right or privilege secured by law or College policy relating to discrimination, or because an individual has made a report, filed a complaint, testified, assisted, or participated in any manner in an investigation or proceeding related to discrimination. Retaliation includes retaliatory harassment.

K. "**Preponderance of the evidence"** means evidence which is of greater weight or more convincing than the evidence to the contrary; evidence which shows that something is more likely than not to be true or 50.1% likely to have occurred.

L. **"Workdays"** means Monday through Friday and does not include weekends, holidays, scheduled breaks, or other days the College is closed.

III. Training, Education, and Prevention

The College will be proactive and will, through educational programs, help faculty, staff, and students become aware of and recognize covert and subtle forms of discrimination and remove those institutional barriers to equal opportunity. Prevention is the best tool to eliminate discrimination and harassment. The College will take appropriate steps to prevent and correct unlawful discrimination and harassment. The College, through this policy, clearly communicates that discrimination and harassment will not be tolerated. Notice of non-discrimination is posted throughout the campus and through the College website, and on all general publications. An effective complaint and appeal process is established. Anti-harassment and non-discrimination training for supervisors and employees is a part of the orientation process and is ongoing. The College will take immediate and appropriate action when an employee or student complains of discrimination or harassment.

Early reporting of discrimination and harassment to the Associate Vice President (AVP) for Human Resources can help prevent its escalation.

Notice of College non-discrimination and disability accommodations should be included in all public and published materials.

IV. Procedures

The following procedures will be used to process complaints alleging discrimination in violation of this Non-Discrimination Policy. These procedures will be in addition to any complaint or charges an employee, applicant, or student files with local, state, or federal agencies. For all complaints of sexual misconduct, see the Title IX Sexual Misconduct Policy and Procedures.

Filing a Complaint

Any employee, applicant, or student who alleges discrimination should file a written complaint with the AVP for Human Resources, Maryrose Wilson, Suite G223 of Gambrill Hall, Frederick Community College, 301-846-2436, MWilson@frederick.edu. A discrimination complaint must be filed within 180 calendar days after the facts giving rise to the alleged violation has occurred to comply with federal regulations.

If the complaint is against the AVP for Human Resources, the complaint should be filed with the Vice President (VP) for Finance and Human Resources, Suite G223 of Gambrill Hall, Frederick Community College, 301-846-2458, DMcDonald@frederick.edu.

Assessment

The AVP for Human Resources will work with other College staff to conduct an immediate assessment of the reported violation of the Non-Discrimination Policy. Immediate measures will be taken to ensure the safety and security of any individuals involved.

The AVP for Human Resources will conduct an initial meeting with the complainant and inform him/her of the process that will be used in response to the complaint, as well as the College policy prohibiting retaliation against complainants. The assessment will be completed within five (5) workdays of receiving a report of discrimination and the complaint will be documented appropriately. The complainant will be notified if an extension of time is needed. The assessment will determine if an investigation of the complaint as a violation of the Non-Discrimination Policy is warranted and, if so, on what basis.

Informal Resolution

Upon completion of the assessment, if the AVP for Human Resources determines that an investigation is not warranted, and the complainant agrees, the AVP for Human Resources may be able to resolve the complaint informally. In such cases, the AVP for Human Resources will confer with the complainant about this option, and, if they agree, the AVP for Human Resources will confer with the respondent, if necessary. Other College staff may be asked to participate in an informal resolution. Should a satisfactory informal resolution be reached, the matter will be considered closed. All informal resolutions will be appropriately documented by the AVP for Human Resources. If no investigation is warranted, the identity of the respondent will not be recorded.

Investigative Process

The College **will** conduct an investigation if:

(1) the AVP for Human Resources determines through the assessment that an investigation is warranted (a College-initiated investigation will occur with or without the complainant's consent); or

(2) the complainant disagrees with the results of the assessment and requests an investigation.

In either case, the complainant and respondent will be notified within five (5) workdays of the College decision to initiate an investigation and they will be informed of the process that will be used.

The College will seek to conclude the investigation within 30 workdays of receipt of the initial written complaint from the complainant. Extended time for investigations may be necessary, in which case both parties will be informed.

The AVP for Human Resources will initiate a prompt, thorough, and impartial investigation. A notice of investigation will be delivered to all parties which contains a summary of the allegations at issue, the range of potential remedies/corrective action/sanctions. Along with the notice of investigation, the complainant and respondent will receive a notice of rights and responsibilities. Upon receipt of the notice of investigation, or at any stage in the process, the respondent may choose to accept responsibility for the Policy violation.

During the investigation, the complainant and respondent will have an equal opportunity to be heard, to submit information, and to identify witnesses who may have relevant information. The AVP for Human Resources will speak separately with the complainant, the respondent, and any other individuals who have information relevant to the investigation. The AVP for Human Resources may gather or receive information that is relevant, including information about the impact of the alleged discrimination. The AVP for Human Resources will also gather any available evidence, including prior statements by the parties or witnesses, any communications between the parties, email messages, social media materials, text messages, and other records as appropriate and available. Members of the College community are expected to cooperate with the investigation.

At the conclusion of the investigation, the AVP for Human Resources will prepare a draft investigative report that summarizes the information gathered and synthesizes the areas of agreement and disagreement between the parties with any supporting information or accounts. Prior to finalizing the investigative report, the AVP for Human Resources will provide the complainant and respondent an opportunity to review the draft investigative report.

The complainant and respondent may submit any additional comments or information to the AVP for Human Resources within five (5) workdays of being provided the draft investigative report for review. This is the final opportunity for the parties to identify any additional information or witnesses and review their statements for accuracy. Should extenuating circumstances exist, consideration will be given to a request for an extended timeline and both parties will be notified.

After the five-day opportunity for both parties to review the draft investigative report, the AVP for Human Resources will submit the final investigative report, which incorporates any additional information provided by both parties, to the appropriate College employee(s) for a judgment based on the nature of the complaint as follows:

- For complaints involving only employees – to the supervising Associate Vice President or supervising Vice Presidents, or their designees
- For complaints involving only students – to the AVP/Dean of Students
- For complaints involving both a student and an employee – to the supervising Associate Vice President or supervising Vice Presidents, or their designees and the AVP/Dean of Students

Remedies/Corrective Action/Sanctions

After reviewing the final investigative report, and meeting with the complainant and respondent separately, the appropriate College employee(s) will make a judgment as to whether there has been a violation of the Non-Discrimination Policy. Failure of either party to respond to a request for the meeting with the appropriate College employee(s) constitutes that the investigation report will stand. The judgment will be based upon a preponderance of the evidence and remedies/corrective action/sanctions will be imposed, if warranted. Both the complainant and the respondent will be notified in writing of the judgment and the remedies/corrective action/sanctions imposed within five (5) workdays of receipt of the final investigative report. Extended time for judgment may be necessary, in which case both parties will be informed.

Appeals

The complainant as well as the respondent have the right to request a hearing to appeal the judgment and/or the imposition of remedies/corrective action/sanctions for Non-Discrimination Policy violations. Appeals shall be in writing and must be submitted to the AVP for Human Resources, Maryrose Wilson, Suite G223 of Gambrill Hall, Frederick Community College, 301-846-2436, mwilson@frederick.edu within five (5) workdays of the judgment/remedies/corrective action/sanctions.

Appeal Hearing

The Hearing Board will conduct a hearing on all appeals of judgment/remedies/corrective action/sanctions related to Non-Discrimination Policy violations. The hearing shall be closed to the public and will be taped or transcribed. Failure of the individual who requested the appeal to appear for the hearing, without prior notification or evidence of extenuating circumstances, waives his/her right for further appeal and the judgment and remedies/corrective action/sanctions will stand.

The first hearing session shall be limited to the complainant and respondent, other individuals with personal knowledge of relevant facts who will be presented as witnesses, and persons contractually engaged by the College for the purposes of the hearing (e.g., transcriptionists, etc.). Representation by legal counsel is not allowed in the hearing. Each party may have however, a College Support Person of their choice. During the hearing, the complainant and respondent will have an equal opportunity to be heard.

The Hearing Board may then meet separately with each party in a session which will be closed to the other party. Likewise, the Hearing Board will meet with available witnesses in sessions, which will be closed to the parties.

After consideration of all relevant information, the Hearing Board will make its own determination by a preponderance of the evidence. The Hearing Board may affirm, modify, or reject the judgment/remedies/corrective action/sanctions regarding the policy violation, and/or return the outcome to the AVP for Human Resources to conduct additional investigation before completing its review. All Hearing Board decisions require a majority vote and shall be accompanied by an explanation of the rationale for the decision of the Hearing Board.

The Hearing Board will have five (5) workdays to make a determination as to whether to affirm, modify, or reject the judgment/remedies/corrective action/sanctions of the Non-Discrimination Policy violation. The Hearing Board may request additional information and direct the AVP for Human Resources to conduct further investigation and the five (5) day timeline may be extended. The AVP for Human Resources will notify both the complainant and the respondent of the need for additional time.

The Hearing Board shall issue its determination to the AVP for Human Resources. The AVP for Human Resources will then issue a formal notice of the Hearing Board decision to both parties, separately and simultaneously. The notice of the Hearing Board decision on the appeal shall include a reference to the specific discrimination at issue, a summary of the investigation and the Hearing Board stated rationale for its decision regarding the appeal of the judgment/remedies/corrective action/sanctions. Copies of the notice of the Hearing Board decision will be sent to the appropriate supervisor, department chair, Dean, and Provost or designee and other administrators, as necessary on a need-to-know basis. The decision of the Hearing Board will be final.

If the concern is not able to be resolved through the College internal appeal process, the Maryland Higher Education Commission has developed a complaint resolution process for students who are residents of the state of Maryland (http://mhec.maryland.gov/highered/acadaff/mhecstudentcomplaintprocess.pdf).

Although individuals are encouraged to seek resolutions to complaints within College processes, they also have the right to file any complaint directly with the applicable local, state, or federal agencies, at any time, which may include, but are not limited to:

Equal Employment Opportunity Commission (EEOC)
10 Howard Street, Third Floor
Baltimore, MD 21201

Maryland Commission on Civil Rights
6 Saint Paul Street, Suite 900
Baltimore, MD 21202-1631

Office for Civil Rights, Philadelphia Office
United States Department of Education
Wanamaker Building
100 Penn Square East, Suite 5151
Philadelphia, PA 19107-3323

US Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section – 1425 NYAV
Washington, D.C. 20530

Confidentiality

All parties and staff will keep the complaint, fact-finding process and conference or hearings confidential, except to the extent that it is necessary to investigate and process the complaint.

Reprisals and False Complaints

Persons filing complaints of discrimination, harassment, or retaliation will be protected against reprisals by actions that are appropriate to the circumstances. Those persons filing deliberate false complaints will be subject to disciplinary action including separation from employment or expulsion.

Solicitation Policy and Procedure

I. Philosophy and Purpose

Frederick Community College ("FCC" or the "College") is committed to providing students and employees a learning and work environment that is free from solicitation and/or activities that cause disruption to College operations and student learning.

FCC acknowledges that a policy of this nature may not anticipate every possible issue that may arise with solicitation on College premises. As a result, the College reserves the right to impose reasonable restrictions and/or requirements with respect to the time, place, and manner of solicitation activities. These restrictions may be in addition to or in lieu of those set forth in this Policy and Procedures.

This Policy and Procedures applies to members of the College community and members of the public, including external entities who wish to engage in solicitation on College premises. This Policy and Procedures supports the Advertising by External Parties Policy and Procedures and the Use of Facilities Policy and Procedures.

II. Definitions for the Purpose of this Policy and Procedures

A. **"Solicitation"** is defined as:

1. the selling or promotion of products, goods, or services;
2. the distribution or posting of print or electronic materials;
3. the seeking of contributions or funds;
4. the promotion of a political party or candidate(s); and/or
5. the promotion of a cause.

B. **"College community"** includes trustees, students, and all employees of the College as well as any independent contractors or other third parties to the extent articulated under contractual agreements.

C. **"Student organization"** means any entity that has complied with formal requirements of College recognition as defined in the Constitution of the Student Government Association.

D. **"College premises"** means buildings or grounds owned, leased, operated, controlled, supervised, or temporarily used by the College.

III. Procedures

Any form of solicitation on or off College premises by internal or external stakeholders must be approved using the following procedures:

A. College Community

1. Fundraising

a. Student Clubs and Organizations

As per the Student Government Association Constitution, students who intend to engage in fundraising on or off College premises must request approval. Requests for approval are made through the Center for Student Engagement located in the Student Center (H-Building), Room 101 (301-624-2793). The Center for Student Engagement works with the Executive Director of the Office of Institutional Advancement to ensure compliance with 501(c)(3) non-profit regulations.

b. Academic/Service Learning Class Projects

Fundraising for academic/service learning class projects must be approved by the faculty member. If the fundraising is to occur on College premises, faculty should notify the Center for Student Engagement, who will assist with reserving College facilities. The faculty member should inform the Executive Director of the Office of Institutional Advancement to ensure compliance with 501(c)(3) non-profit regulations.

c. Athletics

Fundraising to support the athletics program is conducted through the Office of Institutional Advancement. Coaches must submit fundraising ideas to the Director of Athletics for consideration and approval. The Director of Athletics must notify the Executive Director of the Office of Institutional Advancement of all athletic team fundraising.

d. Affinity Groups or Other College Entities

The Executive Director of the Office of Institutional Advancement must be notified of fundraising by affinity groups or any other College entity to ensure compliance with 501(c)(3) non-profit regulations.

e. Raffles

Per Frederick County Ordinance 1-2-101 through 112, any raffle for which tickets are pre-sold requires a permit. The Executive Director of the Office of Institutional Advancement must be contacted regarding any raffles to be held on College premises to ensure that all corresponding rules are followed.

2. Dissemination of Print and Electronic Materials

a. College Bulletin Boards

The College designates and labels "College Bulletin Boards" on College premises that provide space for the College community to post approved print materials such as posters and fliers to promote events, services, recruitment, or other information.

All print materials must be approved by the Center for Student Engagement located in the Student Center (H Building), Room 101 (301-624-2793).

b. Hand Distribution of Print Materials

The hand distribution of print materials may be conducted with prior approval by the Center for Student Engagement. The Center for Student Engagement is located in the Student Center (H Building), Room 101 (301-624-2793).

Upon approval, the distribution activity may be conducted in areas of College premises that are not considered to be work, study, or instructional areas. Prohibited areas include, but are not limited to classrooms, designated student study spaces, laboratories, administrative and academic offices, the Bess and Frank Gladhill Learning Commons, and parking lots. The Student Center (H Building) first floor is the most appropriate area for distribution activity.

c. Electronic Community Bulletin Board

The College maintains an email listserv for employees to post community information and to sell personal items. It is an "opt-in" listserv. Employees can "opt-in" by submitting an IT Request for Services ticket.

d. Communication Central

Communication Central is an important source of information for FCC employees. The use of the Communication Central web page is available only for employees of the College to share information of interest to the faculty and staff of the College. It is subject to the Technology Use Policy and Procedures and the Employee Code of Ethics.

Communication Central may not be used for any kind of "for profit," political, or religious advertising or promotion.

Announcements of approved events for external organizations, including non-profit organizations, will be limited to the "Upcoming Events" section.

Employees are reminded not to post confidential information concerning students or other employees. This includes any medical information regarding an employee or their family members.

Employees interested in posting on Communication Central should make their request through the IT Request for Services desktop icon on their work computer, or by visiting the IT Intranet Site. Select "Request Catalog/Website/Communication Central" entry to submit requests.

e. Email Distribution

College email accounts serve as official electronic communication. Use of College email accounts is limited to educational purposes and legitimate business of the College. Users must abide by all College policies and procedures and federal, state, and local laws. Users must be aware of the legal risks of using

email. If any user sends or forwards emails with libelous, defamatory, offensive, discriminatory, or obscene remarks, the user can be held responsible.

Email is intended for communication between individuals and clearly designated groups of individuals and should not be used for mass broadcasting or the wide distribution of large attachments. Only authorized users may send email to all faculty and staff. General announcements intended for the College community should be posted on Communication Central. Requests for use of the email system for marketing to prospective or current students must have prior approval from the Chief Information Officer and Director of Marketing.

The College may send official correspondence to members of the College community via email. Students, faculty, and staff are expected to check their College email account regularly. College employees must use their College email account, not their personal account, for College-related communications. If a student elects to forward his/her College email to another email account, the student remains responsible for any material not received because of any defect in the forwarding mechanism or the destination account. This Policy and Procedures is subject to the requirements of the Technology Use Policy and Procedures.

3. Space in the Student Center

a. Representatives of the College community seeking to promote their organization or group need approval from the Center for Student Engagement. If approved, a table(s) will be set up in the H Building, first floor hallway that leads from the parking lot into the Cougar Grille. The Center for Student Engagement is located in the Student Center (H Building), Room 101 (301-624-2793).

b. Representatives of the College community seeking to use College facilities beyond what is provided in section 3.a. above must follow the Use of Facilities Policy and Procedures.

B. Non-Profit Organizations

1. Representatives of non-profit groups seeking to promote the services they provide need approval from the Center for Student Engagement. The Center for Student Engagement is located in the Student Center (H Building), Room 101 (301-624-2793).

   If approved, a space will be designated by the Center for Student Engagement.

2. Non-profit groups seeking to use College facilities beyond what is provided in section B.1 above, to include fundraising, must follow the Use of Facilities Policy and Procedures.

C. External College, University, Employer, and Military Representatives

1. Any representative from a college, university, employer, or military organization, who intends to recruit students on campus, needs to contact the Counseling and Advising Office, Jefferson Hall, Suite 201 (301-846-2471) for approval. If approved, a table(s) will be set up in the Student Center, first floor hallway that

   leads from the parking lot into the Cougar Grille. This does not include College sponsored transfer events.

2. Job postings by employers should be sent to Career Services in the Counseling and Advising Office, Jefferson Hall, Suite 201, (301-846-2471) or to the email address at CareerCenter@frederick.edu. Employers may recruit students for employment through Career Services in the Counseling and Advising Office.

3. This Policy and Procedures does not refer to external entities with whom the College has established instructional and programmatic relationships.

D. Outside Vendors

Solicitation by outside vendors on College premises is limited and must not cause disruption to College operations or student learning. Outside vendors must have approval from the Center for Student Engagement.

1. Bulletin Boards

All outside vendors requesting to post print materials on College Bulletin Boards must have approval from the Center for Student Engagement located in the Student Center (H Building), Room 101 (301-624-2793). The Center for Student Engagement will stamp the printed materials as approved. The Center for Student Engagement, not the outside vendor, will post approved posters and fliers on designated College Bulletin Boards.

2. Hand Distribution of Print Materials

All outside vendors must have approval from the Center for Student Engagement to distribute print materials on College premises. The Center for Student Engagement is located in the Student Center (H Building), Room 101 (301-624-2793).

Upon approval, the distribution activity may be conducted in areas of College premises that are not considered to be work, study, or instructional areas. Prohibited areas include, but are not limited to classrooms, designated student study spaces, laboratories, administrative and academic offices, the Bess and Frank Gladhill Learning Commons, and parking lots. The Student Center (H Building) first floor is the most appropriate area for distribution activity.

3. Outside vendors seeking to advertise on College premises must follow the Advertising by External Parties Policy and Procedures.

E. Noncommercial Solicitation

FCC supports the free exchange of ideas, the First Amendment rights of College and external community members, and the right to assemble peacefully. The College encourages broad communication and values its community partnerships. These activities, however, should not disrupt the work environment or the learning environment.

Reasonable time, place, and manner restrictions and/or requirements for such activities may be directed by the College in order to prevent interference with College operations and instruction. In general, the open/green space of College premises and the Student Center first floor are the most appropriate gathering areas for open communication. Prohibited areas include classrooms, designated student study spaces, laboratories, the Bess and Frank Gladhill Learning Commons, parking lots, and administrative and academic offices.

1. Hand Distribution of Print Materials

The distribution of print materials may be conducted with prior approval from the Center for Student Engagement. The Center for Student Engagement is located in the Student Center (H Building), Room 101 (301-624-2793).

Upon approval, the distribution activity may be conducted in areas of College premises that are not considered to be work, study, or instructional areas. Prohibited areas include classrooms, designated student study spaces, laboratories, the Bess and Frank Gladhill Learning Commons, parking lots, and administrative and academic offices. The Student Center (H Building) first floor is the most appropriate area for distribution activity.

2. Bulletin Boards

The College designates bulletin boards on College premises that provide space to post approved print materials, such as posters and fliers to promote events, services, recruitment, products, or other information. The College will not approve the posting of any posters or fliers that do not support the College mission. All posters must be approved by the Center for Student Engagement located in the Student Center (H Building), Room 101 (301-624-2793). The Center for Student Engagement, not the noncommercial group, will post approved posters and fliers on designated College Bulletin Boards.

3. Noncommercial groups seeking the use of College facilities must follow the Use of Facilities Policy and Procedures.

Privacy and Access to Education Records Policy and Procedures

I. Philosophy and Purpose

Frederick Community College ("FCC" or the "College") is committed to protecting the rights of students under the Family Educational Rights and Privacy Act (FERPA) as amended. The College is authorized to release only directory information. Directory information may be released by the College at any time unless the College has received prior written notice from the student, filed in the Welcome Center, requesting non-disclosure of information. This non-disclosure request will be honored until the student notifies the Registrar or his/her designee.

In addition to FERPA, the Higher Education Act of 1965 (HEA) requires that FAFSA data and all information collected to determine financial aid is kept separate from other data collected from the student. The HEA requires that FAFSA data be used only for the application, awarding, and administration of financial aid.

FCC will annually notify eligible students in attendance of their rights under FERPA.

The purpose of this Privacy and Access to Education Records Policy and Procedures is to provide guidance and instruction related to the protection of and access to information and records of students held by the College.

II. Definitions for the Purpose of this Policy and Procedures

A. **"Family Educational Rights and Privacy Act (FERPA)"** refers to a federal law protecting the privacy of student education records. The law applies to all schools receiving funds under any applicable program of the U.S. Department of Education. FERPA applies to all education records of any student who is 18 years of age or older or who attends a post-secondary institution at any age.

B. **"Eligible student"** as defined by FERPA and as used in this Policy and Procedures refers to any individual for whom the College maintains an education record, regardless of payment status or current enrollment.

C. **"Work-Study Student"** refers to a student whose work experience at the College is awarded as a part of the student's Federal Financial Aid package.

D. **"Attendance"** refers to physical presence within a classroom; or through electronic formats for students who are not physically present in the classroom; or the period during which a student is working in a work-study program.

E. **"Dates of enrollment"** refers to the period of time during which a student attends or attended an institution. The term does not include specific daily records or a student's attendance at the institution.

F. **"College Official"** refers to a person employed by the College in an administrative, supervisory, academic, research, or support staff position, persons serving on College governing bodies, and persons employed by or under contract to the College to perform a specific task, such as an attorney or auditor. Students are considered College officials when serving on an official committee provided that they have been trained on this Policy and Procedures.

G. **"College Catalog"** refers to a publication that is the official College record of requirements for admissions, registration, policies/procedures and program content. It is published once a year, with addenda posted throughout the year to www.frederick.edu.

H. **"Legitimate Educational Interest"** refers to the demonstrated "need to know" by those College officials who act in the student's educational interest, including faculty, administration, support staff, and other persons who manage student record information including student employees.

I. **"Need to Know"** is defined as needing information in a student's education record for the purpose of performing the required task(s) and responsibilities with an employee's job.

J. **"Disciplinary Action or Proceeding"** refers to the investigation, adjudication, or imposition of sanctions with respect to an infraction or violation of the internal rules of conduct applicable to students at the College.

K. **"Disclosure"** refers to the action of permitting access to, or the release, transfer, or other communication of, personally identifiable information contained in an education record by any means, including oral, written, or electronic to any party except the party identified and the party that provided or created the record.

L. **"Solomon Amendment"** refers to the 1996 amendment which requires the College to provide the U.S. Department of Defense representatives access to student recruiting information.

M. **"U.S.A. Patriot Act"** refers to the 2001 Act which permits the College to disclose personally identifiable information from a student's education record without notification to the student, to the U.S. Attorney General or his/her designee, in order to comply with an ex parte order in connection with the investigation of prosecution of an offense listing in 18 U.S.C. 2332b(g)(5)(B).

N. **"Ex parte order"** refers to an order issued by a court of competent jurisdiction without notice to an adverse party.

O. "**Workdays"** refers to Monday through Friday and does not include weekends, holidays, scheduled breaks, or other days the College is closed.

P. **"Higher Education Act"** of 1965 (HEA) (Pub.L. 89-329) refers to legislation signed into United States law on November 8, 1965, which was intended "to strengthen the educational resources of our colleges and universities and to provide financial assistance for students in postsecondary and higher education."

III. Information and Record Type

A. **"Directory Information"** refers to information included in a student's education record not generally considered harmful, or an invasion of privacy if disclosed. Directory Information includes: name; e-mail address; date of birth; enrollment status to include continuing education or credit (part-time/full-time); dates of enrollment; major field of study; weight and height of athletes; photographs and videos of students for use in College press releases, publications, and websites; participation in officially recognized activities and sports; honors, awards, degrees, and date of graduation.

B. **"Non-Directory Information"** refers to, but is not limited to, student identification number (ID), social security number, or other personally identifiable information.

C. **"Personally Identifiable Information (PII)"** refers to data or information which includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination is linked to a specific student that would allow an individual, who does not have personal knowledge or the relevant circumstance, to identify the student with reasonable certainty; or information requested by a person who the College reasonably believes knows the identity of the student to whom the education record relates.

D. **"Record"** refers to any educational information or data recorded in any medium (e.g., handwritten, print, tapes, film, microfilm, microfiche, and any form of electronic data storage including emails).

E. **"Education Record"** refers to any record maintained by the College or by a party acting for the College that is directly related to a student or students. This record may contain a student's name or information from which a student, or students, can be personally identified. These records include: files, documents, and materials in whatever medium (handwritten, print, electronic), which contain information directly related to the student. Education records include records of work-study students.

Education records do not include the following:

1. Records that are kept in sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person;
2. Records relating an individual who is employed by the College, made and maintained in the normal course of business, related exclusively to the individual in the capacity as an employee, and are not available for use for any other purpose;
3. Records on a student who is 18 years of age or older, or attending an institution of post-secondary education, regardless of age that are: made or maintained by a physician, psychiatrist, psychologist, or other medical provider; made, maintained, or used only in connection with the treatment of the student; and disclosed only to individuals providing the treatment. For this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at FCC.

F. **"Sole Possession Record"** refers to a record that is kept in the sole possession of the maker, is used only as a personal memory aid, and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.

IV. Student Rights

A. Annual Notification of Rights

1. FERPA affords eligible students certain rights with respect to their education records. FERPA does not require the College to notify eligible students individually of their rights under FERPA. Rather, the College may provide the notice by any means likely to inform eligible students of their rights. Students will be informed annually of their rights under FERPA by publication in the College catalog, schedule of classes, and Student Handbook.
2. The annual notification includes information regarding an eligible student's right to inspect and review his/her education records, the right to seek to amend the records, the right to consent to disclosure of PII from the record (except in certain circumstances), and the right to file a complaint with the Family Compliance Office of the U.S. Department of Education regarding an alleged failure of FCC to comply with FERPA.
3. The annual notification must also inform eligible students of the FCC definition of the term "College official" and "legitimate educational interest."

B. Right to Review Education Records

1. A student has the right to review his/her education record within 45 calendar days of the day the College receives a written request from the student to the Registrar or his/her designee.
2. A student must submit a written request, by completing the Inspect/Review Education Records form, to the Registrar or his/her designee in the Welcome Center that identifies the records being requested. Faxing, mailing, or emailing this form will not be accepted; only in person submissions with verification of identity will be accepted and processed.
3. The Registrar or his/her designee will make arrangements for review of the requested education record(s) and notify the student of the time and place where the record(s) may be reviewed. A copy may be provided as long as the student does not have an outstanding financial obligation to the College.
4. If the requested record is not maintained by the Registrar, the Registrar or his/her designee shall advise the student of the correct College official to whom the request should be addressed.

C. Right to Request an Amendment to an Education Record

1. A student has the right to request an amendment to his/her education record which he/she believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
2. A student shall make a written request to the Registrar or their designee, clearly identifying the part of the record that is in question, requesting an amendment, and specifying why the record is perceived to be inaccurate or misleading.
3. If the College decides not to amend the record as requested by the student, the Registrar or his/her designee will notify the student in writing of the decision and advise the student of all rights, including the right to appeal.
4. If a student chooses to appeal the amendment decision of the Registrar or his/her designee, the student must:
   a. Request an appeal with the Vice President for Learning Support within five (5) workdays of the notification of the decision, using the Record Amendment Appeal form.
   b. Submit the Record Amendment Appeal form to the Office of the Vice President for Learning Support either by email to LSAppeal@frederick.edu, or in person on the main campus at Suite 319 of Jefferson Hall (J Building), or through the U.S. postal mail to:

      Frederick Community College
      Office of the Vice President for Learning Support
      7932 Opossumtown Pike
      Frederick, MD 21702

5. The Vice President for Learning Support or his/her designee will respond in writing to the request for an appeal from the student within ten (10) workdays of the receiving the request for an appeal. The decision of the Vice President for Learning Support or his/her designee will be final.

D. Consent for Disclosure

1. For the College to disclose a student's PII, there must be a written consent for the disclosure on file in the Welcome Center, which will be honored for the academic year in which it was completed until expiration or until the student revokes the consent in writing.
2. The College does not disclose any student records, with the exception of directory information, to family members without student written consent.
3. The College has the right to disclose information to the extent that FERPA authorizes disclosure without written consent.

4. Disclosure to College officials with legitimate educational interest permits disclosure without written consent. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill professional responsibilities.

5. Upon request, the College may disclose education records without written consent to officials of another school in which a student seeks or intends to enroll, and to military recruitment services pursuant to the Solomon Amendment.

E. Right to File a Complaint

A student has the right to file a complaint with the Family Policy Compliance Office of the U. S. Department of Education concerning alleged failures of the College to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

V. Disclosure of Personal Identifiable Information (PII)

FERPA permits the disclosure of PII from a student's education record, without consent of the student, if the disclosure meets any of the following conditions found in the FERPA regulations:

- **Accrediting organizations** to carry out their accrediting functions.
- **Appropriate officials** in connection with a health or safety emergency.
- **Appropriate parties** to comply with a judicial order, lawfully issued subpoena, or ex parte order.
- **Auditors** to comply with audits conducted as part of business process review by the College.
- **Authorized representatives** of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, the U.S. Department of Treasury, or state and local educational authorities, such as a state post-secondary authority that is responsible for supervising the College state supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of federal or state supported education programs, or for the enforcement of, or compliance with federal legal requirements that relate to those programs. These entities may make further disclosure of PII to outside entities that are designated as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- **College officials** whom the College has determined to have legitimate educational interests, as defined in Section II, F.
- **Department of Defense representatives** access to student recruiting information, in accordance with the Solomon Amendment.
- **General public** regarding the final results of a disciplinary proceeding if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex-offense and the student has committed a violation of College policies and procedures with respect to the allegation. The disclosure of final results must include only the name of the student, the violation committed, and any sanction imposed by the institution against the student.
- **United States Department of Education and officials in connection with financial aid** for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- **Officials of another institution** where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- **Organizations that are conducting studies** for, or on behalf of, the College, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- **Parents of a student** regarding the student's violation of federal, state, or local law, or rule or policy of the College governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21.
- **Parties requesting Directory Information**, unless restricted by a Non-Disclosure request from the student.
- **U.S. Attorney General or his/her designee** in order to comply with an ex parte order in connection with the investigation of prosecution of an offense listing in 18 U.S.C. 2332b(g)(5)(B).
- **Victim of an alleged perpetrator** of a crime of violence or a non-forcible sex offense, subject to the requirements regulation. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.

VI. Record of Disclosures

FERPA regulations require the College to record disclosures of PII that were disclosed without the student's written consent. FERPA regulations do not require the College to record disclosures to College officials, judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student. Eligible students have a right to inspect and review the record of disclosures.

VII. Procedures related to the Release of Information

A. Non-Disclosure

A student who elects to limit the disclosure of information must submit a Non-Disclosure Form in person to the Welcome Center and meet with the Registrar or his/her designee.

1. A student must validate identity in person by presenting a photo ID when submitting the Non-Disclosure Form to the Welcome Center.
2. A service indicator will be placed on the student record and the form is then imaged to become part of the education record of the student.
3. There is no expiration date on the Non-Disclosure Form; therefore, a student who chooses to rescind or modify the former non-disclosure request must validate identity in person and submit a new Non-Disclosure Form to the Welcome Center.

B. Disclosure

A student, who elects to permit access of non-directory information to a third party, will need to obtain the proper Consent to Release Student Educational Records form in person from the Welcome Center.

1. A student must validate identity in person by presenting a photo ID when submitting the Consent to Release Student Educational Records form to the Welcome Center.
2. The form is retained electronically to become part of the education record of the student.
3. There is no expiration date for the Consent to Release Student Educational Records form; therefore, a student may choose to rescind the disclosure permission at any time by completing and submitting a new Consent to Release Student Educational Records form to the Welcome Center.

Public Information Requests Policy and Procedures

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College") is a public higher education institution that upholds and supports the highest ethical standards. Transparency and accountability are hallmarks of College operations and practices. The public is welcome and entitled to review information and documents related to the College in accordance with the Maryland Public Information Act. The following are procedures to access public information from FCC.

II. Definitions for the Purpose of this Policy and Procedures

A. **"Act"** means the Public Information Act, General Provisions Article, §§ 4-101 to 4-601, Annotated Code of Maryland.

B. **"Applicant"** means a person or governmental unit that requests access to a public record.

C. **"Custodian"** means the employee or department responsible for keeping the public record sought, whether or not the employee or department has physical custody and control of the public record.

D. **"Public Information Officer (PIO)"** means the individual designated by the College President to receive and process requests for public information.

E. **"Public record"** means the original or any copy of any documentary material that:

1. is made by FCC or received by FCC in connection with the transaction of public business; and
2. is in any form, including:
   a. a card;
   b. a computerized record;
   c. correspondence;
   d. a drawing;
   e. film or microfilm;
   f. a form;
   g. a map;
   h. a photograph or photostat;
   i. a recording; or
   j. a tape.

F. **"Calendar day"** means any day of the week, including weekends and holidays.

G. **"Workdays"** means Monday through Friday and does not include weekends, holidays, scheduled breaks, or other days the College is closed.

H. **"Indigent"** means an individual's family household income is less than 50% of the median family income for the State as reported in the Federal Register.

III. Written Request

Requests for public records under the Act should be submitted in writing to the Public Information Officer (PIO) listed on the College website.

A written request must:

1. Contain the Applicant's name and address;
2. Be signed by the Applicant; and
3. Reasonably identify, by brief description, the public record sought.

The Act does not require the College to provide information not contained in a public record or to create such a record if it does not exist at the time of the request.

IV. Response to Request

A. If the College grants a request for inspection, the PIO shall produce the public record for inspection:

1. Immediately; or
2. Within a reasonable time period, not to exceed 30 calendar days after the date of the request, if that period is needed to retrieve the public record and conduct any necessary review.

B. If the PIO reasonably believes that it will take more than 10 workdays to produce the public record, the PIO shall indicate in writing or by electronic mail within 10 workdays after receipt of the request:

1. The amount of time that the PIO anticipates it will take to produce the public record;
2. An estimate of the range of fees that may be charged to comply with the request for public records; and
3. The reason why it will take more than 10 workdays to produce the records.

C. If the College decides to deny a request for inspection:

1. The College shall do so within 30 calendar days after receipt of the request;
2. The College will immediately notify the Applicant of the decision to deny the request; and
3. The PIO shall provide the Applicant, at the time of the denial or within 10 workdays, a written statement that gives the reasons for the denial; the legal authority for the denial; and notice of the remedies available for review of the denial.

D. With the consent of the Applicant, any time limit imposed by paragraphs A and C of this section may be extended for an additional period of up to 30 calendar days.

E. If the College is not in custody or control of the public record requested, the PIO shall, within 10 workdays after receipt of the request, notify the Applicant:

1. That the College does not have custody or control of the requested public record; and
2. The possible location of the public record, if known.

V. Notice to Person Potentially Affected By Disclosure

Unless prohibited by law, the PIO may notify a person or persons who could be adversely affected by disclosure of a public record.

VI. Public Record Temporarily Unavailable

If a requested public record is in the custody and control of FCC but is not immediately available for inspection or copying, the PIO shall promptly:

A. Notify the Applicant that the public record is not immediately available; and

B. Schedule a date within a reasonable time for inspection or copying.

VII. Public Record Destroyed or Lost

If the PIO knows that a requested public record of the College has been destroyed or lost, the PIO shall promptly:

A. Notify the Applicant that the public record is not available; and

B. Explain the reasons why the public record cannot be produced.

VIII. Disclosure Against Public Interest

A. Denial Pending Court Order

1. If, in the opinion of the PIO, disclosure of a public record otherwise subject to disclosure under the Act would do substantial injury to the public interest, the PIO may temporarily deny the request. The PIO must then seek a court order allowing nondisclosure.
2. The temporary denial shall be in writing.

B. Circuit Court Review

1. Within 10 workdays after the denial, the College shall apply to the appropriate circuit court for an order permitting continued denial or restriction of access.
2. Notice of the complaint of the College shall be served on the Applicant in the manner provided for service of process by the Maryland Rules of Civil Procedure.

IX. Fees

A. The fee schedule for copying and certifying copies of public records of FCC is as follows:

1. Copies
   a. The fee for each copy made by a photocopying or scanning machine is 25 cents per page. No charge will be made if the total fee for photocopying or scanning is $10 or less.

b. The fee for each copy made otherwise shall be based on the actual cost of reproduction.

2. Certification of Copies. If a person requests that a copy of a public record be certified as a true copy, an additional fee of $1 per page (or if appropriate, per item) shall be charged.

B. If the PIO cannot copy a public record within FCC, the PIO shall make arrangements for the prompt reproduction of the record at public or private facilities outside FCC. The PIO shall arrange for payment by the Applicant in advance.

C. Before copying a public record of FCC, the PIO shall estimate the cost of reproduction and either:

1. Obtain the agreement of the Applicant to pay the cost; or

2. Demand prepayment of the cost.

D. The College may charge a reasonable fee for time that an employee of FCC spends:

1. To search for requested public records;

2. To review requested public records for potential disclosure; and

3. To prepare public records for inspection and copying.

This fee will be determined by multiplying the employee's salary, prorated to an hourly basis, by the actual time attributable to the search for, review of, and preparation of public records for inspection and copying.

E. The College may not charge a search or preparation fee for the first two hours that an employee of FCC spends to respond to a request for public records.

F. Waiver or Reduction of Fee

The President may waive or reduce any fee set under this Policy and Procedures if the Applicant requests a waiver and it is determined that:

1. the waiver or reduction is in the public interest; or

2. the Applicant is indigent and files an affidavit verifying the facts that support a claim of indigency.

G. If the Applicant requests that copies of a public record be mailed or delivered to the Applicant or to a third party, the College may charge the Applicant for the cost of postage or delivery.

X. Time and Place of Inspection

A. An Applicant may inspect any public record of FCC that the Applicant is entitled to inspect during normal workdays.

B. The inspection shall occur where the public record is located, unless the PIO, after taking into account the Applicant's expressed wish, determines that another place is more suitable and convenient.

Student Personal Electronic Account Privacy Policy

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College") protects the privacy of students in the use of their personal electronic accounts in accordance with §26-401 of the Education Article, Annotated Code of Maryland. This applies to social media accounts that are private and established outside students' engagement with the College.

This Policy addresses personal electronic account privacy protections for students with specific prohibitions on the use of these accounts by the College. This Policy does not address the overall technology use at the College, including the use of media accounts and web pages used to support instruction. Technology use on behalf of the College is covered in the Technology Use Policy and Procedures under Section VII.

II. Definitions for the Purpose of this Policy

A. **"Personal electronic account"** is defined as any account created outside a student's engagement with the College through an online medium or service that allows users to create, share, or view user-generated content. This does not include an electronic account that is opened on behalf of, owned, or provided by the College in support of instruction or co-curricular activities.

B. **"Grant access"** to a personal electronic account is defined as providing log-in information needed to gain access to a private electronic account.

C. The term **"student"** means an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes who has either paid or made arrangement for payment of tuition and/or fees.

D. An **"applicant"** refers to an individual who has an assigned FCC student identification number and who has submitted a College application for credit enrollment.

E. A **"prospective student"** refers to an individual who has become a part of the College recruitment database who has been assigned an FCC student identification number.

III. Personal Electronic Account Privacy Protections for Students

Under this Policy, the College may not:

A. Require or request a student, applicant, or prospective student to grant access to or allow observation of the individual's personal electronic account(s).

B. Compel a student, applicant, or prospective student, as condition of acceptance or participation in curricular or extracurricular activities, to:

1. Add any individual (including a coach, teacher, administrator, or any other College employee or volunteer) to the list of contacts associated with a personal electronic account; or

2. Change the privacy settings associated with a personal electronic account.

C. Take any action or threaten to take any action to discharge, discipline, prohibit from participating in curricular or extracurricular activities, fail or refuse to admit an applicant, or otherwise penalize a student, applicant, or prospective student as a result of his or her refusal to:

1. Grant access to or allow observation of the individual's personal electronic account;

2. Add any individual to the list of contacts associated with a personal electronic account; or

3. Change the privacy settings associated with a personal electronic account.

IV. Limitations

Nothing in this Policy shall be construed to:

A. Prohibit the College from requesting or requiring a student to disclose access information to allow the College to gain access to an electronic account opened at the request of the College or owned or provided by the College;

B. Prohibit or restrict the College from viewing, accessing, or utilizing information about a student, applicant, or prospective student that can be obtained without access information or is available as the result of actions undertaken independently by the student;

C. Create a duty requiring the College to search or monitor the activity of a personal electronic account;

D. Make the College liable for failing to request or require a student, applicant, or prospective student to grant access to or allow observation of the individual's personal electronic account; or

E. Prohibit a student, applicant, or prospective student from allowing a College employee or volunteer to view the individual's publicly accessible communications.

V. Applicability

This Policy does not apply to:

A. A suspected criminal activity investigation into the publicly accessible communications of a student, applicant, or prospective student that is performed by law enforcement or the College Security team; or

B. An investigation, inquiry, or determination relating to the publicly accessible communications of a student, applicant, or prospective student that is conducted in accordance with other applicable College policies and procedures.

Student Withdrawal Policy and Procedures

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College") is committed to enhancing student persistence, success, and completion. The College recognizes that circumstances may arise whereby a student feels it is in his/her best interest to withdraw from a credit course. Students should consult with their instructor, an academic advisor, or a counselor prior to making a decision to withdraw. Students who wish to drop a continuing education course should follow the Tuition Refund Policy and Procedures (www.frederick.edu/tuition-policy).

There may be circumstances where the College determines that it is in the best interest of a student or the College community to initiate an administrative withdrawal of a student from a credit or continuing education course.

II. Definitions for the Purpose of this Policy and Procedures

A. **"Withdrawal"** means a student-initiated action to withdraw from a course after the Add/Drop period, but within the Withdrawal Period; the student will remain on the roster with inactive status, having no obligation to complete any further coursework or attend class; the student will receive a grade of "W" on his/her transcript which is not calculated into the grade point average; the course withdrawal may impact the student's academic standing and financial aid.

B. **"Withdrawal Period"** means the period of time in which students can withdraw from a course which occurs after the Add/Drop period and concludes on a specific date as published in the Schedule of Classes.

C. **"Retroactive Withdrawal"** means a student-initiated request to the Admissions and Academic Policies Committee to withdraw from a course after the Withdrawal Period.

D. **"Administrative Withdrawal"** refers to action taken by the College resulting in withdrawal of a student from a course or courses.

E. **"BERT"** refers to the Behavior Evaluation and Response Team, comprised of campus officials who receive and evaluate faculty and staff concerns regarding student behavior that may be disruptive, self-injurious, or potentially pose a risk of harm to the health, safety, or property of any person or of the College, or otherwise be dangerous.

F. **"College community"** includes trustees, students, and all employees of the College as well as any independent contractors or other third parties to the extent articulated under contractual agreements.

G. **"College Support Person"** means an employee of the College chosen to accompany and assist a student during an appeal hearing. A student is entitled to have a College Support Person of his/her choice. The College Support Person cannot be a fact witness or provide statements in the proceedings. The College Support Person is a non-participant who is present to assist a student by taking notes or providing emotional support and reassurance.

H. **"Student Request for Reenrollment Committee"** refers to a standing committee of the College to whom students may request consideration of reenrollment.

I. **"Direct Threat"** is defined as a high probability of substantial harm to the health and safety of others.

J. **"Formal Assessment"** refers to a comprehensive mental health evaluation or medical assessment that results in an evaluative report that is rendered by a licensed mental health or medical provider.

K. **"Individual Assessment"** refers to an assessment that relies on current medical knowledge or on the best available objective evidence, to reasonably determine whether a student poses a direct threat to the health or safety of others.

L. **"Non-punitive temporary separation"** refers to a temporary separation of a student from the College that is not a disciplinary sanction.

M. **"Qualified Professional"** refers to an individual who is licensed to practice in the field of mental health or medicine.

N. **"Workdays"** means Monday through Friday when the College is officially open for business and does not include weekends, holidays, or other days the College is closed.

III. Withdrawal

A. Students may withdraw from a credit course(s) after the defined Add/Drop period but before the published deadline in the Schedule of Classes. Students who withdraw from a credit course(s) will receive a grade of "W." The withdrawn credit course and the grade of "W" will appear on the student's transcript, however, no credit or quality points will be assigned. Students must submit a completed Add/Drop form to the Welcome Center or they may withdraw online via PeopleSoft.

For athletes, veterans, financial aid recipients, and international students, a "W" may have an adverse impact on their athletic eligibility, housing allowance, veterans' benefits, financial obligation, academic progress, or visa status. Because of the potential impact of a withdrawal, students should confer with the Counseling & Advising Office, Financial Aid Office, Veterans Center, or Athletic Director prior to initiating a course withdrawal.

B. Procedures for Withdrawal

1. Students may come to the Welcome Center and complete an Add/Drop form to withdraw from a credit class; or, students may sign on to PeopleSoft to withdraw from a credit class.
2. Students should confirm that the process has been completed in PeopleSoft by clicking on My Class Schedule on the drop screen.

C. Request for Withdrawal After the Deadline

Due to Extenuating Circumstances Students with extenuating medical/emergency/military circumstances that they believe requires them to withdraw from a class after the deadline for withdrawal should consult with the instructor of the class to request an incomplete ("I"). Incompletes that are not satisfied within eight weeks after the last day of fall and spring semesters, within four weeks after the last day of summer term, or within two weeks after the last day for Jan term convert to an "F."

For more information regarding grades of "I," see the Academic Standards Policy and Procedures.

IV. Retroactive Withdrawal

A. A student who was incapable of withdrawing from a course due to extenuating circumstances during the published withdrawal period, and has therefore received a grade of "F," may request a retroactive withdrawal ("W") to the Admissions and Academic Policies Committee (AAPC).

B. Procedure for Retroactive Withdrawal

1. Student must submit the Request for Retroactive Withdrawal form, available in the Welcome Center and online, listing the course(s) for which a retroactive withdrawal is being requested with the last date of attendance noted and a written statement explaining the extenuating circumstances for review by AAPC. Supporting documentation is required. Forms may be mailed to Frederick Community College, Welcome Center, 7932 Opossumtown Pike, Jefferson Hall, Frederick, Maryland 21702 or submitted in person to the Welcome Center.
2. AAPC meets once per month during fall and spring semesters. Students requesting a retroactive withdrawal will be notified of the date that the AAPC will review their request. Students are not present for the review of the request. AAPC may request additional documentation from the student to process the request.

3. An email with the results of the AAPC's decision will be sent to the student's myFCC email account.

V. Administrative Withdrawal

A. Administrative Withdrawal is used by the Associate Vice President/Dean of Students (AVP/DOS) to involuntarily withdraw a student from the College when a withdrawal is deemed to be necessary to protect the health, safety, or integrity of the learning environment. Students may at any time during the process of Administrative Withdrawal, voluntarily withdraw.

B. Procedures for Administrative Withdrawal

1. The AVP/DOS will notify the student in writing and by telephone and/or email that an administrative withdrawal is under consideration.
2. After notification to a student of a potential administrative withdrawal, an individual assessment will be conducted by BERT which will provide a recommendation to the AVP/DOS who will decide whether an administrative withdrawal is warranted. The assessment will be based on a reasonable judgment that relies on the best available objective evidence, to ascertain: the nature, duration and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of the College policies, practices, or procedures will mitigate the risk.
3. In cases where BERT is unable to make an individual assessment, or the assessment is inconclusive, the BERT Chair will inform the AVP/DOS and recommend a formal assessment. The AVP/DOS will make a determination based upon the best available objective evidence, or request a formal assessment as recommended.
4. The AVP/DOS will discuss the administrative withdrawal and/or the requirement of a formal assessment with the student. If a formal assessment is required, the AVP/DOS will inform the student whether a non-punitive temporary separation from the College is required pending the outcome of the formal assessment. The student will be informed of all appeal procedures. The AVP/DOS will document the discussion and decision in a letter that will be provided to the student as well as a copy of this policy and procedures.
5. It is the student's responsibility to arrange for a formal assessment when notified by the AVP/DOS that it is required. The College will furnish a list of area providers to the student.
6. Following an individual assessment or formal assessment which results in the determination that a student poses a direct threat to the health and/or safety of others, the College must communicate to the student the exact circumstances, including timetables if applicable, that would cause the student to no longer be considered a direct threat, and the conditions that would allow the student to return to the College.
7. After it is determined through an individual assessment or formal assessment that a student poses a threat, the student is afforded due process (i.e., notice of the imposed action, the opportunity to present information on his or her behalf, and a right to appeal). The College may, as an alternative to administrative withdrawal, place other conditions on the student's participation (for example, participate only in online classes), as the College deems appropriate to protect the safety of others.
8. In addition to the procedures set forth above, the following apply to students with disabilities:
   a. The College will comply with all obligations under Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.
   b. When conducting an informal assessment through BERT or when requiring a formal assessment, the AVP/DOS will confer with individuals who have indepth knowledge of, and experience in, the area of the student's disability and behavior, if applicable.

C. Appeal

1. Right to Appeal A student for whom an administrative withdrawal has been instituted may appeal the decision. The student must submit a written request to the Vice President (VP) for Learning Support within five (5) workdays from the date of receipt of the written notification of the administrative withdrawal. Failure to file a request within the specified time presumes the student's acceptance of the administrative withdrawal and constitutes a waiver of his/her right to further appeal. The administrative withdrawal will remain in effect during the appeal process.
2. Appeal Procedures Upon receipt of the student's request for an appeal of the administrative withdrawal, the VP for Learning Support will notify the student, in writing, of the date, time, and location of the appeal hearing. The hearing will be scheduled no more than ten (10) workdays after receipt of the written request for an appeal. Prior to the hearing, the student will be:
   a. Provided with a written statement of the reasons for the administrative withdrawal.
   b. Allowed to examine, in advance, any written evidence or exhibits which the College plans to submit; reciprocally, the student will allow the College to examine, in advance, any written evidence or exhibits the student plans to submit.
   c. Advised of the right to argue in his/her behalf and present evidence or the results of a formal assessment.
   d. Advised of the right to appear alone or with a College Support Person.
3. The decision of the VP for Learning Support is final.

VI. Refund of Tuition and Fees

Students who have not received an automatic refund based on withdrawal date may be eligible for a refund of tuition and/or fees pursuant to the Tuition Refund Policy and Procedures (www.frederick.edu/tuition-policy).

VII. Request Procedures for Reenrollment

A. Students who have been administratively withdrawn must submit a formal request for reenrollment to the VP for Learning Support Office. Students must present evidence that they have satisfied all conditions of reenrollment that were established at the time the administrative withdrawal was instituted. Evidence may include, but is not limited to, a formal assessment.

B. It is the student's responsibility to arrange for a formal assessment if it is required by the VP for Learning Support. The College will furnish a list of area providers to the student.

C. The VP for Learning Support Office will submit the evidence to the Student Request for Reenrollment Committee that will evaluate the evidence and render a decision. Membership of the Student Request for Reenrollment Committee shall be composed of: the VP for Learning Support, who will Chair the Committee, one (1) representative from Academic Affairs, one (1) representative from Learning Support, one (1) representative from Risk Management Public Safety/Security, and one (1) representative appointed by the Student Government Association. When needed, designees will be appointed for these positions by the chairperson.

D. A student will be notified in writing of the decision regarding his/her request for reenrollment by the Student Request for Reenrollment Committee.

E. Once the Student Request for Reenrollment Committee determines that a student no longer poses a direct threat to the safety of others the College will no longer exclude the student, or place special conditions on the student's participation in its program. As such, the College will provide the proper written notice to the student of this determination, effectively readmitting the student and restoring all his/her attendant privileges, benefits and services, as a student in the College academic program in the status of, and at the academic level attained by the student prior to the determination that he/she was a direct threat. In appropriate cases, the College may readmit the student subject to such restrictions as the College deems appropriate to protect the safety of others.

F. If the Student Request for Reenrollment Committee determines that a student continues to pose a direct threat to others, the College may condition the student's future receipt of a benefit or service upon the student's provision of documentation showing that the student is no longer a threat. Such evidence may include, but not be limited to, a treatment plan or periodic reports from a qualified professional. The College will not, however, condition the provision of a benefit or service upon a showing by a student that he/she has eliminated behaviors that are a manifestation of a disability, unless such behavior significantly contributed to the direct threat.

G. If the request for reenrollment is denied, the Student Request for Reenrollment Committee may stipulate when the student can next request consideration of reenrollment to the Committee and under what conditions.

Technology Use Policy and Procedures

I. Philosophy, Purpose, and Scope

Frederick Community College ("FCC" or the "College") is committed to creating a teaching and learning environment that is supported through the effective and innovative use of technology. The College has the obligation to protect and guide students, faculty, and staff in the acceptable use of computer systems, networks, and other information technology resources. Access to these resources is a privilege, not a right or guarantee. As such, the College imposes certain responsibilities and obligations on the user. All users are expected to act responsibly, ethically, and legally, and limit their use of these resources to the educational purpose and legitimate business of the College. This Policy and Procedures applies to all information technology systems and services owned by the College and to all users. The College reserves the right to extend, limit, restrict or deny privileges and access to its information technology resources.

Users of information technology resources are expected to access, through any system, only information that relates to the performance of their duties and to exercise good judgment in the use of such information. All members of the College community are bound by all applicable local, state, and federal laws including, but not limited to, those related to copyright, security, privacy including the provisions of FERPA and other statutes regarding electronic media. The College complies with official requests for information made in accordance with the guidelines of the Maryland Public Information Act (MPIA).

The College provides a wide range of computing resources to support the teaching and learning mission of the College. However, the College makes no guarantee that the services provided will be error-free or without defect. The College cannot be responsible for any damage suffered including, but not limited to, loss of data or disruption of service. The College disclaims any responsibility and/or warranties for information and materials residing on non-College systems or available over publicly accessible networks.

II. Acceptable Use

In making technology resources available to all members of the College community, the College affirms its commitment to an open educational environment, conducive to learning, and governed by legal and ethical principles. The College respects individual privacy, civility, and intellectual property rights. Because an electronic environment is easily disrupted and electronic information is readily copied, users of College resources are expected to promote and protect these institutional standards.

The College reserves the right to monitor system resources, including activity and accounts, with or without notice, when:

- It is necessary to protect the integrity, security, or functionality of College technology resources.
- An account or system is engaged in unusual or excessive activity.
- It has good cause to believe that regulations, rules, or laws are being violated.
- In the event of health, safety, or security emergencies.
- When, due to the extended absence of an employee or separation from employment, as verified by the Associate Vice President (AVP) for Human Resources or other authorized College official, it is necessary to retrieve College-related material.

Additionally, the normal operation and maintenance of College computing resources requires the backup of data, the logging of activity, the monitoring of general usage patterns, and other such activities as may be necessary in order to provide desired services. Accordingly, all employees should use College-provided resources for Collegerelated material only. Personal accounts and devices should be used for non-work-related activities.

Certain activities are prohibited per this Policy and Procedures. These include the following:

- Circumvention of any security measure of the College.
- Intentional use, distribution or creation of viruses, worms, or other malicious software.
- Unauthorized copying or distribution of licensed software or copyrighted material.
- Accessing data that is not publicly available, does not belong to the user, and for which the user does not have explicit permission to access.
- Accessing technology resources in a manner designed to circumvent access limitations to public or restricted-access data without permission.
- Use of technology resources for organized political activity.
- Use of technology resources that disables other technology resources, consumes disproportionate technology resources such that other users are denied reasonable access to those resources, or materially increases the costs of technology resources.
- Use of technology resources that violates any local, state, or federal law or regulation, or any other College policy or regulation.
- Use of technology resources that leads to personal gain.

III. User Responsibilities

Access to technology resources is a privilege to which all College faculty, staff, and students are granted. Users must:

- Protect user identification, password information, and the system from unauthorized use.
- Respect the intellectual property of authors, contributors, and publishers in all media.
- Adhere to the terms of software licenses and other contracts.
- Receive prior authorization to purchase, install, or download of any software applications.
- Adhere to the College procurement system to purchase and lease software and computer applications.
- Adhere to all licensing requirements for the approved software.
- Not copy for personal or professional use College-licensed software, except where allowed by College site licenses.
- Comply with local, federal, and state laws and regulations.
- Comply with laws, licensing, contracts, and College policies and regulations applicable to the appropriate use of technology resources.
- Use good judgment and exercise civility at all times when utilizing technology resources.
- Respect the diverse community utilizing technology in a shared manner.
- Understand the appropriate use of assigned technology resources, including the computer, network address or port, software, and hardware.
- Comply with the College use of email as an

official means of communication.

- Never use email as an appropriate tool for confidential communication.
- Not attempt to alter the condition or status of any computing network component in any manner. Gaining unauthorized access to College computing or network resources is prohibited.

IV. Password Security

The College reserves the right to audit user passwords to ensure they meet current password security guidelines. All user accounts will be protected by effective passwords. An effective password is both strong and protected. Strong passwords have at least a specified minimum number of characters, are a combination of alphabetic, numeric and special characters, and are updated on a regular basis. Account holders and system administrators, acting as account/password custodians, will protect the security of those passwords by managing passwords in a responsible fashion.

In addition to following a strong password policy, users are required to safeguard their passwords. Individuals should not write down or store the password on paper or on a computer system where others might acquire it. Passwords should not be shared with other people. Users are also expected to change their password immediately if they know or suspect that it has been compromised.

V. Email Use

College email accounts are intended to serve as an official means of electronic communication. Use of College email accounts is limited to educational purposes and legitimate business of the College. Users must abide by all College policies and procedures and federal, state, and local laws. Users must be aware of the legal risks of using email. If any user sends or forwards emails with libelous, defamatory, offensive, discriminatory, or obscene remarks, the user can be held responsible.

Email is intended for communication between individuals and clearly designated groups of individuals and should not be used for mass broadcasting or the wide distribution of large attachments. Only authorized users may send email to all faculty and staff. General announcements intended for the College community should be posted on Communication Central. Requests for use of the email system for marketing to prospective or current students must have prior approval by the Chief Technology Officer and Director of Marketing.

The College may send official correspondence to members of its community via email. Students, faculty, and staff are expected to check their College email account regularly. College employees are expected to use their College email account for all College-related communications. If a student elects to forward his/her College email to another email account, the student remains responsible for any material not received because of anydefect in the forwarding mechanism or the destination account.

VI. Web Policy

The College web site contains information for and about the College community and is a major means of communication, publication, and collaboration in support of the mission of the College. The College maintains the right to temporarily disable access to any web page under review for possible policy violations as well as web pages containing inaccurate information reflecting upon the integrity of the College.

Users are expected to abide by the following:

- Comply with all laws governing copyright, intellectual property, libel, and privacy.
- Adhere to all policies, rules, and regulations of the College.
- Use of the web for non-College commercial activities is prohibited. For the purposes of this Policy and Procedures, activities such as publishing textbooks and other academic works are considered to be College activities.
- Abide by U.S. and international copyright and licensing laws

The College Web Team, chaired by the Chief Technology Officer, is responsible for web design and navigation. Information Technology (IT) should be notified via a service request for any updating or changes to web site content. A College web page is considered official when it is published by the College. Official College web pages shall be considered College publications.

This Policy and Procedures applies to all official web pages and associated web-based services developed by or for the College. The College will ensure website accessibility for individuals with disabilities in accordance with the Americans with Disabilities Act.

VII. Social Media

College social media sites and accounts are intended to serve as an official means of electronic communication for the College. Use of College social media accounts is limited to educational purposes and legitimate business of the College. Users must be aware of the legal risks of using social media. If any user posts comments with libelous, defamatory, offensive, discriminatory, or obscene remarks, the user can be held responsible. Creation or use of social media sites and accounts require approval by the Communications Coordinator.

Users agree to abide by all relevant policies and procedures, federal, state, and local laws.These include but are not limited to College policies and procedures related to harassment, plagiarism, commercial use, security, unethical conduct, and laws prohibiting theft, copyright and licensing infringement, unlawful intrusions, and data privacy laws.

VIII. Wireless Network

IT governs the deployment, management, network protocols, frequencies, and bandwidth use of the College wireless networks. IT reserves the right to mitigate any unauthorized access point or device in order to maintain the overall integrity of wireless access.

IX. Remote Access

In order to access technology resources hosted at the College from off-campus, use of a virtual private network (VPN) client can be used to make a connection to campus. The VPN provides a secure, encrypted connection over the internet between an individual device and the College network.

When accessing the network, authorized users are responsible for preventing access to any technology resources or data by non-authorized users. Performance of illegal activities through the network by any user is prohibited. The user accepts responsibility and consequences of misuse of remote access.

These rules and requirements are intended to minimize the exposure of the network to potential threats which may result from unauthorized use of College resources.

X. College-Owned Mobile Devices

The College may provide mobile phones or devices for use by approved faculty or staff. Assigned users are held accountable as per the College mobile phone protocol. In addition, users are responsible for any physical damage or loss of the devices. IT is responsible for maintaining the equipment, including antivirus software and security settings.

XI. Computer Classroom/Lab Usage

Computer classroom/labs are for academic use for students currently enrolled in classes at the College. Commercial use is prohibited. Tampering with hardware or software settings on classroom/lab computers is not permitted. Students should not save files on classroom/lab computers.

XII. Data Security, Confidentiality, and Access

College employees are granted access to data and information resources required to carryout the responsibilities of their position. Employees requiring access to restricted data are assigned specific access codes which they are responsible for protecting from misuse. Any College employee who knowingly damages or misuses computing resources or data will be disciplined. Access capabilities/restrictions apply to all computing resources owned by the College. Safeguards are taken to ensure the security of the resources and to maximize the integrity of the information.

The College will take appropriate measures to protect Personally Identifiable Information (PII) of its students, staff, and faculty to minimize the growing risks of identity theft. Accordingly, a Social Security Number may not be used as a common identifier or used as a database key in any electronic information system. The College will only use personal information to the extent necessary, to enable the College to carry out its purpose in a reasonable manner. The College also has an obligation to protect personal information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure, or destruction.

It is the obligation and intent of the College to protect by reasonable security means the PII of its students, staff, and faculty to minimize the growing risks of identity theft or other risks of disclosure. Safeguards are taken to ensure the security of the resources and to maximize the integrity of the information while stored, processed, and transmitted. This applies to all College-owned computing resources, data, and employee activities.

Collecting, accessing, storing, and disseminating PII data is strictly prohibited unless required by the tasks and responsibilities of business processes. The method of transmission must be approved by the College. As a general rule, PII should be stored on secure College servers. Employees who have permission to work with PII data are not permitted to save the data to cloud storage, portable media, or locally on a computer. Employees must not store PII on a non-College device. PII must not be transmitted via email. Employees must limit their storage of PII to that which is appropriate for the job requirements.

XIII. Disposal of Surplus Computer Equipment

Computer equipment that has no further benefit to the College, as determined by the Chief Technology Officer, shall be deemed surplus and shall be appropriately disposed of by one of the following methods:

- Donation to Frederick County Government, Frederick County Public Schools, or another State, County, or Municipal agency.
- Trade-in on newly acquired equipment.
- Disposal as scrap by means of recycling

Computers with software purchased under the Maryland Education Enterprise Consortium (MEEC) licensing agreement shall follow the rules set forth in the MEEC contract. Equipment or software purchased with grant funds should follow disposal guidelines as set forth by the grant.

XIV. Account Termination

In the event of an employee's separation from employment, Human Resources will initiate the deactivation of the employee's account with IT.

XV. Violations

Any individual who becomes aware of an alleged technology resource violation has a responsibility to report it to IT. Employee or student violators of this Policy and Procedures are subject to College disciplinary policies.

Based on the nature of the offense and/or number of violations, employees are subject to appropriate personnel action, up to and including dismissal. Students are subject to disciplinary action in accordance with procedures established under the Code of Student Conduct, up to and including expulsion.

Violations of this Policy and Procedures may be subject to the initiation of legal action by the College.

Title IX Sexual Misconduct Policy and Procedures

I. Philosophy, Purpose, and Scope

Frederick Community College ("FCC" or the "College") has a responsibility to establish and maintain a learning and working environment that is free from sexual misconduct and that respects and protects the dignity and value of every member of the College community.

This Title IX Sexual Misconduct Policy and Procedures has been established for the purpose of ensuring education, prevention, reporting, and response to Title IX sexual misconduct. This Policy and Procedures supersedes and replaces any existing policies or procedures related to sexual misconduct published in any other College documents.

This Policy and Procedures applies to all members of the College community.

This Policy and Procedures applies to sexual misconduct:

- on FCC premises, in any College facility or on College property;
- at any College-sponsored, recognized or approved program, visit or activity, regardless of location;
- that impedes equal access to any College education program or activity;
- that adversely impacts the education or employment of a member of the College community;
- that otherwise threatens the health and/or safety of a member of the College community.

Title IX sexual misconduct is a form of sexual discrimination prohibited by federal and state discrimination laws, including Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act, and is strictly prohibited by FCC.

FCC is required by the Clery Act to keep and disclose information about reportable crime on and near its campuses.

II. Definitions for the Purpose of this Policy and Procedures

"Student" means an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes who has either paid or made arrangement for payment of tuition and/or fees.

"Complainant" means an individual who makes a complaint that a violation of sexual misconduct has occurred.

"Respondent" means an individual who has been accused of violating the sexual misconduct policy and is referenced in a complaint as the perpetrator.

"Responsible employee" includes all College trustees, administrators, supervisors, faculty, adjunct faculty, support staff, safety and security, coaches, or trainers who have the authority or duty to report sexual misconduct, or whom a student could reasonably believe has such authority or duty.

"College Support Person" means an employee of the College chosen to accompany and assist a complainant or respondent during a Title IX Council appeal hearing. Both the complainant and respondent are entitled to have a College Support Person of their choice. The College Support Person cannot be a fact witness or provide statements in the proceedings. The College Support Person is a non-participant who is present to assist a complainant or respondent by taking notes or providing emotional support and reassurance.

"College community" includes trustees, students, and all employees of the College as well as any independent contractors or other third parties to the extent articulated under contractual agreements.

"College-sponsored activity" means any activity that is initiated, authorized, or supervised by the College, or that involves representation of the College.

"Sexual misconduct" is a broad term used to define acts of sexual assault; sexual exploitation; sexual harassment; intimidation; stalking; dating, domestic, or intimate partner violence; or retaliation. Sexual misconduct can be committed by a person of any gender, and it can occur between people of the same or different gender.

- **"Sexual assault"** is a form of sexual violence toward another individual without their consent. Maryland criminalizes both rape and "sexual offenses," which some states call sexual assault. Rape has two degrees or levels of offenses, while sexual offenses are divided into four degrees of offensive sexual activity. In general, criminal penalties in Maryland vary by degree based on "aggravating" factors (showing maliciousness and increasing guilt and punishment). Some of the aggravating factors are using force or violence, displaying weapons to a victim, or if the victim is particularly young or elderly.
- **"Sexual exploitation"** is defined as taking non-consensual or abusive sexual advantage of another person without consent. Sexual exploitation can include (but is not limited to) sexual voyeurism (watching someone), taking photos and audio or videotaping someone.
- **"Sexual harassment"** means: (a) unwelcome sexual advances; (b) unwelcome requests for sexual favors; or (c) other behavior of a sexual or gender-based nature where: (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, evaluation of academic work, or participation in a college-sponsored educational program or activity; (ii) submission to or rejection of such conduct by an individual is used as the basis for an academic, employment, or activity or program participation decision affecting that individual; or (iii) such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, i.e., it is sufficiently severe or pervasive to create an intimidating, hostile, humiliating, demeaning or sexually offensive working, academic, or social environment.
- **"Sexual intimidation"** means threatening behavior of a sexual nature directed at another person, such as threatening to sexually assault another person or engaging in indecent exposure.
- **"Stalking"** means repeated, unwanted attention; physical, verbal, or electronic contact; or any other course of conduct directed at an individual that is sufficiently serious to cause physical, emotional, or psychological fear or to create a hostile, intimidating, or abusive environment for a reasonable person in similar circumstances and with similar identities. Stalking may involve individuals who are known to one another or who have a current or previous relationship or may involve individuals who are strangers.
- **"Dating, domestic, or intimate partner violence"** is the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior against another person.
- **"Retaliation"** means intimidating, threatening, coercing, or discriminating against an individual for the purpose of interfering with any right or privilege secured by law or College policy relating to sexual misconduct, or because an individual has made a report, filed a complaint, testified, assisted, or participated in any manner in an investigation or proceeding related to sexual misconduct. Retaliation includes retaliatory harassment.

"Coercion" includes conduct, intimidation, and express or implied threats of physical or emotional harm, that would reasonably place an individual in fear of immediate or future harm and that is employed to persuade or compel someone to engage in sexual contact. Examples of coercion include causing the deliberate incapacitation of another person; conditioning an academic benefit or employment advantage on submission to the sexual contact; threatening to harm oneself if the other party does not engage in sexual contact; or threatening to disclose an individual's sexual orientation, gender identity, gender expression, or other personal sensitive information if the other party does not engage in the sexual contact.

"Consent" means a knowing, voluntary and affirmatively communicated willingness to participate in a particular sexual activity or behavior. Only a person who has the ability and capacity to exercise free will and make a rational, reasonable judgment can give consent. Consent may be expressed either by words and/or actions, as long as those words and/or actions create a mutually understandable agreement to engage in specific sexual activity. It is the responsibility of the person who wants to engage in sexual activity to ensure that he/she has consent from the other party, and that the other party is capable of providing consent.

- Lack of protest or resistance is not consent. Silence, in and of itself, cannot be interpreted as consent. For that reason, relying solely on non-verbal communication can lead to misunderstanding.
- Previous relationships, including past sexual relationships, do not imply consent to future sexual acts.
- Consent to one form of sexual activity does not automatically imply consent to other forms of sexual activity.
- Consent must be present throughout sexual activity and may be withdrawn at any time. If there is confusion as to whether there is consent or whether prior consent has been withdrawn, it is essential that the participants stop the activity until the confusion is resolved.
- Consent cannot be obtained by use of physical force, threats, intimidating behavior, or coercion.

"Incapacitated" means that the person's decision-making ability is impaired such that they lack the capacity to understand the "who, what, where, why or how" of their sexual interaction. Incapacitation may result from: sleep or unconsciousness, temporary or permanent mental or physical disability, involuntary physical restraint, or the influence of alcohol, drugs, medication, or other substances used to facilitate sexual misconduct.

"Personal counseling" refers to College-based services to assess and make referrals when assisting students in managing psychosocial stresses as crisis intervention services are provided.

"Preponderance of the evidence" means evidence which is of greater weight or more convincing than the evidence to the contrary; evidence which shows that something is more likely than not to be true or 50.1% likely to have occurred.

"Title IX Coordinator" refers to the individual designated by the President of the College to: 1) oversee the College response to sexual misconduct reports and complaints, and identify and address any patterns or systemic problems revealed by such reports and complaints; 2) coordinate, conduct, and/or delegate sexual misconduct investigations; 3) oversee, review content, and, in collaboration with other College offices, develop the plan, and conduct training for all responsible employees on sexual misconduct issues; 4) ensure that appropriate policies and procedures are in place for responding to complaints of sexual misconduct against faculty, staff, and students; and 5) work with local law enforcement to ensure coordinated responses to sexual misconduct cases.

The Title IX Coordinator is responsible for receiving all reports of sexual misconduct and maintaining all records related to Title IX sexual misconduct. Sexual misconduct records for students are maintained in the Secured College Tracking System. Sexual misconduct records for employees are maintained by the Title IX Coordinator in the Human Resources Office.

The Title IX Coordinator who has been designated by the President is:

Maryrose Wilson, Associate Vice President
for Human Resources
Suite 223 of Gambrill Hall
Frederick Community College
301.846.2436

If necessary, the President will designate an alternate individual who is qualified to serve as Title IX Coordinator.

"Secured College Tracking System" refers to the official College system used to record and track reports of student violations of prohibited conduct and concerning behavior. The Secured College Tracking System contains documentation of reported violations, interventions, resolutions, and appeals. The Title IX Coordinator is responsible for the oversight and management of reported Title IX sexual misconduct violations in the Secured College Tracking System.

"Title IX Council" refers to a group comprised of the Vice President for Learning Support (Chair); the Provost/Vice President for Academic Affairs; the Director of Diversity, Equity, and Inclusion; the Director of Student Engagement; and the Executive Director of Counseling and Advising (who also serves as the Chair of the Behavioral Evaluation and Response Team), or their designees. The Title IX Council serves as a hearing panel for complainant or respondent appeals of findings or sanctions imposed after a Title IX investigation. The Title IX Council regularly convenes to monitor the compliance and implementation of Title IX policies and procedures (including the Violence Against Women Reauthorization Act) and the education and prevention initiatives related to Title IX. The Council regularly participates in Title IX workshops and trainings both locally and nationally.

"Clery Act" refers to the federal law which requires public and private higher education institutions participating in federal student aid programs to disclose college safety information and to impose basic requirements for handling incidents of sexual violence and emergency situations.

"Workdays" means Monday through Friday and does not include weekends, holidays, scheduled breaks, or other days the College is closed.

III. Training, Education, and Prevention

FCC is committed to educating the College community regarding the prevention and elimination of sexual misconduct. Creating an environment free from sexual misconduct is the responsibility of all members of the College community. The College is committed to fostering a campus climate free from sexual misconduct through training, education, and prevention programs, and through policies and procedures that promote prompt reporting, prohibit retaliation, and promote timely, fair, and impartial investigation and resolution of sexual misconduct cases.

Preventing sexual misconduct begins with effective training. All employees will have completed Title IX training by November 30 of each year or within three weeks of their hire date and are required to update their training every year. Additional mandatory trainings are arranged by the Title IX Coordinator/Associate Vice President of Human Resources for all faculty and staff who serve as Title IX Council Members or individuals who may assist in Title IX investigations.

The name of the Title IX Coordinator is posted on bulletin boards throughout the campus, on the College website, and in College publications, including the Student Handbook.

To ensure that students understand their rights and responsibilities under Title IX, the College provides awareness, knowledge and skill-building workshops and events organized by the Center for Student Engagement. Specific education on alcohol and drug abuse, sexual assault, and dating violence is provided. These events are offered in a variety of formats throughout the year and are posted on the Co-Curricular Calendar. These events include, but are not limited to:

- National Collegiate Drug and Alcohol Awareness Month Programming occurs each October and provides information, workshops, films and social events designed to help students understand high risk behaviors and how to make wise choices.
- National Health and Wellness Month Programs run throughout March and April and include experts from local agencies sharing health and safety tips including sexual assault prevention and education and bystander intervention and training.
- The Center for Student Engagement offers monthly events independently or cosponsored by campus clubs and organizations that feature speakers presenting topics such as sexual assault, anti-bias, and sexual harassment as part of cocurricular programming.
- Sexual Assault Awareness Month occurs each April. The College offers a series of workshops and events including Bystander Training.
- Campus committees and workgroups lead or participate in the development of ongoing New Student Orientation, Convocation, and other student programs.
- Table-top information fairs are offered that direct students to College resources and services.
- Title IX brochures are available and posted for students describing College and community resources, confidential services, and support for students who deal with sexual abuse and violence.
- Clery Act data is posted on our website in the Annual Safety and Security Report which is updated in October of each year.
- A dedicated webpage with resource information and relevant links will be posted at the College website.
- The College will offer online Title IX training for all students through Safe Colleges.com. Certificates of completion will be issued.

The Associate Vice President/Dean of Students is responsible for the development of the Student Training/Education/Prevention plan (in coordination with other College offices) and oversight of education, training, and prevention programs on Title IX sexual misconduct for students.

The Title IX Coordinator is responsible for the development of the Training/ Education/ Prevention plan (in coordination with other College offices) and oversight of education, training, and prevention programs on Title IX sexual misconduct for employees, including safety and security staff. In compliance with Title II of the Crime Awareness and Campus Security Act of 1990, the College provides information related to crime statistics and security measures to current students and employees, and to any applicant and registrant for enrollment or applicant for employment upon request. Crime statistics are available on the College website at http://www.frederick.edu/faculty-staff/campus-security.aspx.

IV. Confidentiality

The College recognizes the importance of confidentiality. All reasonable efforts will be made to ensure the confidentiality of information received to protect the complainant, respondent, and the College community.

If a person requests that his/her name not be disclosed or that the College not investigate or take action related to a report of sexual misconduct, the Title IX Coordinator will determine whether or not such a request can be honored while still providing a safe and nondiscriminatory environment for all students, faculty, and staff.

Confidentiality does not apply to minors (under the age of 18). State mandatory reporting laws require responsible employees to report child neglect and abuse that is suspected, observed, or in some cases, learned about through a third party, to the local department of social services or to a local law enforcement agency.

V. Reporting

All members of the College community must promptly report sexual misconduct in order to maximize the ability of the College to obtain evidence, identify potential witnesses and conduct a thorough, prompt, and impartial investigation. A delay in reporting may result in the loss of relevant evidence and witness testimony, impairing the ability of the College to respond and take appropriate action.

Any person who believes they have been a victim of sexual misconduct or any person who has observed or learned about an incident of sexual misconduct should report the incident immediately to the Title IX Coordinator or any responsible employee of the College and also to law enforcement, if they believe a crime has been committed.

If requested, the Title IX Coordinator will provide prompt assistance in notifying the appropriate law enforcement officials in collaboration with the College Security office. In cases of sexual misconduct, individuals will be informed of their right to file criminal charges with the appropriate law enforcement official. The Frederick Police Department is located at 100 W. Patrick Street, Frederick, Maryland 21701, and the phone number is (301) 600-2101. Responsible employees are required to promptly notify the Title IX Coordinator of any reports of sexual misconduct brought to their attention. The Title IX Coordinator works collaboratively with the reporting party and any other responsible employees needed in responding to the alleged victim, making every effort to operate with discretion and maintain the privacy of the individuals involved.

Reports of sexual misconduct in violation of this Policy and Procedures may require immediate protective measures to protect the safety and well-being of the parties and/or the College community pending the outcome of the investigative and adjudicative processes. The College will respond with all necessary measures to ensure the safety and security of all persons involved in any report of sexual misconduct.

The College will be as thorough as possible in the assessment and investigation of anonymous reports.

Any student who reports to the College or a law enforcement officer an incident of sexual assault, and/or participates in good faith as a witness in an investigation of a sexual assault will not be subject to the College Alcohol, Tobacco, Opioids, and Other Drug Use and Awareness Policy and Procedures, except for a mandatory intervention for substance abuse, if the College determines that the violation occurred during or near the time of the alleged sexual assault; and if the College determines that the alcohol or drug violation was not an act that was reasonably likely to place the health or safety of another individual at risk. Individuals who engage in retaliatory behavior against a reporting party or party participating in an investigation are in violation of this Policy and Procedures and will be subject to appropriate disciplinary action. Individuals who believe they have experienced retaliation in violation of this Policy and Procedures should immediately report such conduct to the Title IX Coordinator.

The College condemns the deliberate filing of false reports of sexual misconduct. If a person is found to have deliberately filed a false accusation, he/she will be subject to disciplinary measures in accordance with prescribed policies and procedures governing student or employee behavior. A report of sexual misconduct that is made in good faith, but is found to not be supported by the preponderance of the evidence, will not be considered a false report.

VI. Response

Upon notification and awareness of allegations of sexual misconduct, the College will take immediate safety and security measures and appropriate action to assess, and/or investigate what occurred. This obligation applies to sexual misconduct covered by this Policy and Procedures regardless of whether a parallel law enforcement investigation or action is pending. The Title IX Coordinator collaborates with the College Security office to inform the Local Law Enforcement agency, in accordance with the Memorandum of Understanding between the College and the Frederick Police Department, to report incidents of sexual assault. The College is committed to disciplining respondents who are determined responsible for acts of sexual assault. In cases of sexual assault, the College will take immediate disciplinary action to ensure the safety and security of all persons involved. Such action does not preclude the violator from his/her rights to receive notice of the alleged offense, explanation of the available evidence, and an opportunity to respond. The standard of evidence which shall be used by the College to adjudicate all charges of sexual misconduct shall be the preponderance of the evidence.

The College has established procedures for the immediate assessment and/or investigation of all Title IX sexual misconduct complaints and for steps to take following any instances of sexual misconduct. Procedures are under Sections IX and X of this document.

As permitted by law, the College will notify the parties concurrently in writing about the outcome of the assessment or investigation and whether or not sexual misconduct was found to have occurred.

When the Title IX Sexual Misconduct Policy is violated, the College will take prompt and effective steps to end the sexual misconduct, which includes sexual assault, prevent its recurrence, and address its effects. The College will respond to reported incidents of sexual assault by ensuring the opportunity for victims/complainants to obtain the appropriate medical attention and transportation to the nearest designated hospital (Frederick Memorial Hospital) with the Department of State Police Sexual Assault Evidence Collection Kits.

Victims/Complainants of sexual assault are provided access to personal counseling through the College Counseling and Advising Office. The College provides access to mental health services through referrals, in accordance with the Memorandums of Understanding between the Mental Health Association of Frederick County and the Heartly House Incorporated, when services extend beyond the scope of the Counseling and Advising Office. In addition to providing counseling or taking immediate steps to protect complainants prior to any final investigative outcomes, effective corrective action may require remedies and interim measures.

Complainants will be advised of potential remedies and interim measures that may include, but are not limited to, the alteration of class/course schedules (including transfer to another section), permission to withdraw from and/or retake a class, permission to attend a class via alternative means (e.g., online or through independent study), the extension of assignment deadlines, voluntary leaves of absence, changes in work schedules, job assignments, and work locations, prohibited contact, and providing academic support services if such alternatives are feasible. When taking such action, the College will seek to minimize the burden on the complainant. Remedies for the broader student population extend beyond training, education, and prevention efforts already provided to include, but would not be limited to: designation of a member of the counseling staff to be on call to assist victims, and conduct climate checks.

VII. Sanctions

Employees and students found in violation of this Policy and Procedures are subject to disciplinary action ranging from a disciplinary warning up to and including separation from employment or expulsion.

Persons who commit sexual misconduct in violation of federal, state, or local law may also be subject to criminal charges and penalties.

Outcomes of an investigation and resulting sanctions may be appealed in accordance with College established Title IX sexual misconduct procedures or other applicable College appeal procedures.

VIII. Resources Available

Students or others who are not sure whether they want to make a report should still seek help from the resources listed. These resources are provided to offer nonjudgmental support and information.

Title IX Sexual Misconduct
Campus and Community Resources
In Case of an Emergency on Campus

College Security
Call 4444 from a main campus phone or a Monroe Center office phone
or 301.846.2453 from any other phone

Confidential Resources to Discuss Sexual Misconduct

Frederick County Hotline
A service of the Mental Health Association of Frederick County
24/7 Information and Referral for Crisis Intervention
Call 211 or 866-411-6803
www.211md.org

Nearest hospitals equipped with the Department of State Police Sexual Assault Evidence Collection Kit

Frederick Memorial Hospital
240.566.3300

Carroll Hospital
410.848.3000

Heartly House - Crisis Hotline
301.662.8800
www.Heartlyhouse.org

Maryland Coalition Against Sexual Assault (MCASA)
410.974.4507
www.mcasa.org

National Sexual Assault Hotline
A free and confidential 24/7 hotline for incidents occurring outside of Maryland
1.800.656.HOPE (4673)

Rape, Abuse and Incest National Network (RAINN)
24/7 support
1.800.656.HOPE (4673)
www.rainn.org

Sexual Assault Legal Institute (SALI)
1.877.496.SALI (7254)

For Guidance in Filing a Complaint

FCC Title IX Coordinator
Maryrose Wilson, 301.846.2436

AVP/Dean of Students
Jerry Haynes, 301.846.2459

Director of Diversity, Equity, and Inclusion
301.624.2711

For Information on Programs and Training

Director, Center for Student Engagement
Jeanni Winston-Muir, 301.846.2489

IX. Procedures for Filing a Title IX Sexual Misconduct Complaint

Filing a Complaint

Any person who believes they have been a victim of sexual misconduct or any person who has observed or learned about an incident of sexual misconduct should report the incident immediately to the Title IX Coordinator, Maryrose Wilson, 7932 Opossumtown Pike, Frederick, MD 21702, Suite 223 of Gambrill Hall, MWilson@frederick.edu, 301-846-2436, or any responsible employee.

Prompt reporting is encouraged to maximize the ability of the College to obtain evidence, identify potential witnesses, and conduct a thorough, prompt, and impartial investigation.

The College recognizes the importance of confidentiality. All reasonable efforts will be made to insure the confidentiality of information received to protect the complainant, respondent, and the College community.

If a person requests that their name not be disclosed or that the College not investigate or take action related to a report of sexual misconduct, the Title IX Coordinator will determine and document whether or not he or she can honor such a request while still providing a safe and nondiscriminatory environment for all students, faculty, and staff.

Assessment

The Title IX Coordinator will conduct an immediate assessment of the reported Title IX sexual misconduct. The complainant will be asked to document in writing the nature of the complaint. If the complainant is not willing or able to submit the complaint in writing, notes taken during the assessment may be used to initiate an investigation. Immediate measures will be taken to ensure the safety and security of any individuals involved.

The Title IX Coordinator will conduct an initial meeting with the complainant and inform him/her of on and off-campus resources, informal procedural options, immediate safety and security measures, and the College policy prohibiting retaliation. The complainant shall be informed by the Title IX Coordinator of the importance of preserving evidence. An assessment will be completed within three (3) workdays of receiving a report of sexual misconduct and the complaint will be documented appropriately. The assessment will determine if an investigation of the complaint as a Title IX violation is warranted and, if so, based on what.

Informal Resolution

Upon completion of the assessment, if the Title IX Coordinator determines that an investigation is not warranted, and the complainant agrees, the Title IX Coordinator may be able to resolve the complaint informally. In such cases, the Title IX Coordinator will confer with the complainant about this option, and, if they agree, the Title IX Coordinator will confer with the respondent, if necessary. Should a satisfactory resolution be reached, the matter will be considered closed. All informal resolutions will be appropriately documented. If no investigation is warranted, the identity of the respondent will not be recorded.

X. Procedures for Investigations and Appeals

Investigation

The College **will** conduct an investigation if:

(1) the Title IX Coordinator determines through the assessment that an investigation is warranted (a College-initiated investigation will occur with or without the complainant's consent); or

(2) the complainant disagrees with the results of the assessment and requests an investigation.

In either case, the complainant and respondent will be notified within five (5) workdays of the College decision to initiate an investigation and they will be informed of the process that will be used.

The College will seek to conclude the investigation within thirty (30) workdays of receipt of the written complaint from the complainant or the date of the determination by the Title IX Coordinator that an investigation is warranted following the assessment. Extended time for investigations may be necessary, in which case both parties will be informed.

Investigative Process

The College will initiate a prompt, thorough, and impartial investigation. The Title IX Coordinator will coordinate the investigative process and, when necessary, coordinate and cooperate effectively with law enforcement. A notice of investigation will be delivered to all parties which contains a summary of the allegations at issue, the range of potential disciplinary sanctions, and/or administrative and other remedies. Along with the notice of investigation, the complainant and respondent will receive a notice of rights and responsibilities. Upon receipt of the notice of investigation, or at any stage in the process, the respondent may choose to accept responsibility for the Policy violation.

During the investigation, the complainant and respondent will have an equal opportunity to be heard, to submit information, and to identify witnesses who may have relevant information. The Title IX Coordinator will speak separately with the complainant, the respondent, and any other individuals who are willing to participate and have information relevant to the investigation. The Title IX Coordinator may gather or receive information that is relevant, including information about the impact of the alleged incident on the parties. The Title IX Coordinator will also gather any available physical or documentary evidence, including prior statements by the parties or witnesses, any communications between the parties, email messages, social media materials, text messages, and other records as appropriate and available. Members of the College community are expected to cooperate with the investigation.

At the conclusion of the investigation, the Title IX Coordinator will prepare a draft written report that summarizes the information gathered and synthesizes the areas of agreement and disagreement between the parties with any supporting information or accounts. Prior to finalizing the investigation report, the Title IX Coordinator will provide the complainant and respondent an opportunity to review the draft investigation report.

The complainant and respondent may submit any additional comments or information to the Title IX Coordinator within five (5) workdays of being provided the draft investigation report for review. This is the final opportunity for the parties to identify any additional information or witnesses and review their statements for accuracy. Should extenuating circumstances exist, consideration will be given to a request for an extended timeline and both parties will be notified. After the five-day opportunity for both parties to review the draft investigation report, the Title IX Coordinator will submit the final investigation report, which incorporates any additional information provided by both parties, to the appropriate College employee(s) for a judgment based on the nature of the complaint as follows:

- For complaints involving only employees – to the supervising Associate Vice President or supervising Vice Presidents, or their designees
- For complaints involving only students – to the AVP/Dean of Students
- For complaints involving both a student and an employee – to the supervising Associate Vice President or supervising Vice Presidents, or their designees and the AVP/Dean of Students

Judgment/Sanctions

After reviewing the final investigation report, and meeting with the complainant and respondent separately, the appropriate College employee(s) will make a judgment as to whether there has been a violation of the Title IX Sexual Misconduct Policy. Failure of either party to respond to a request for the meeting with the appropriate College employee(s) constitutes that the investigation report will stand. The judgment will be based upon a preponderance of the evidence and sanctions will be imposed, if warranted. Both the complainant and the respondent will be notified in writing of the judgment and the sanctions imposed within five (5) workdays of receipt of the final investigation report. Extended time for judgment may be necessary, in which case both parties will be informed.

Appeals

The complainant as well as the respondent have the right to request a hearing with the Title IX Council to appeal the judgment and/or the imposition of sanctions for Title IX sexual misconduct violations. Appeals shall be in writing and must be submitted to the Title IX Coordinator within five (5) workdays of the judgment/sanctions.

Appeal Hearing Procedures for the Title IX Council

The Title IX Council will conduct a hearing on all appeals of judgment/sanctions related to Title IX sexual misconduct. The hearing shall be closed to the public and will be taped or transcribed. Failure of the individual who requested the appeal to appear for the hearing, without prior notification or evidence of extenuating circumstances, waives his/her right for further appeal and the judgment and sanctions will stand.

The first hearing session shall be limited to the complainant and respondent, other individuals with personal knowledge of relevant facts who will be presented as witnesses, and persons contractually engaged by the College for the purposes of the hearing (e.g., transcriptionists, medical doctor, etc.). Representation by legal counsel is not allowed in the hearing. Each party may have however, a College Support Person of their choice. During the hearing, the complainant and respondent will have an equal opportunity to be heard.

The Title IX Council may then meet separately with each party in a session which will be closed to the other party. Likewise, the Title IX Council will meet with available witnesses in sessions, which will be closed to the parties.

After consideration of all relevant information, the Title IX Council will make its own determination by a preponderance of the evidence. The Title IX Council may affirm, modify, or reject the judgment/sanctions regarding the policy violation, and/or return the outcome to the Title IX Coordinator to conduct additional investigation before completing its review. All Title IX Council decisions require a majority vote and shall be accompanied by an explanation of the rationale for the decision of the Title IX Council.

The Title IX Council will have five (5) workdays to make a determination as to whether to affirm, modify, or reject the judgment/sanctions of the Title IX sexual misconduct. In the event the Title IX Council requests additional investigation, the five (5) day timeline may be extended by the Title IX Coordinator to accommodate any additional investigation and reconsideration by the Title IX Council, as needed.

The Title IX Council shall issue its determination to the Title IX Coordinator. The Title IX Coordinator will then issue a formal notice of the Title IX Council decision to both parties, separately and simultaneously. The notice of the Title IX Council decision on the appeal shall include a reference to the specific prohibited conduct at issue, a summary of the investigation and the Title IX Council stated rationale for its decision regarding the appeal of the judgment/sanctions. Copies of the notice of the Title IX Council decision will be sent to the appropriate supervisor, department chair or unit head, Dean, and Provost or designee and other administrators, as necessary on a need-to-know basis.

Appeal of the Title IX Council Decision

If either party wishes to appeal the decision of the Title IX Council, he or she may do so to the College President. Appeals shall be in writing and submitted to the Human Resources office, 7932 Opossumtown Pike, Frederick, MD 21702, Suite 223 of Gambrill Hall, within five (5) workdays of the notification of the Title IX Council decision. The President will consider the appeal based on one of the following grounds:

1. The Title IX Council did not adhere to the prescribed procedures.
2. The decision reached by the Council did not meet the standard of preponderance of evidence.
3. A claim that new evidence or facts should be considered that were unknown and/or unavailable at the time of the Title IX Council decision.
4. Evidence that bias existed.

An employee may appeal the Title IX sexual misconduct judgment/sanctions in writing through the applicable College grievance procedure. All appeals shall be submitted to the Human Resources office, 7932 Opossumtown Pike, Frederick, MD 21702, Suite 223 of Gambrill Hall, within five (5) workdays of the judgment/sanctions. The Title IX Coordinator will refer the appeal to the appropriate grievance/appeal procedure.

Final Outcome Notice

After the judgment and sanctions become final and all appeals, if any, are exhausted, the Title IX Coordinator shall issue a written final outcome notice to both parties, separately and simultaneously. Issuance of the final outcome notice completes the investigation and adjudication of the complaint under this Policy and Procedures.

XI. Records

All records pertaining to Title IX sexual misconduct involving students are maintained by the Title IX Coordinator using the Secured College Tracking System. The Director of College Safety and Emergency Preparedness submits the Clery Act Report and maintains Clery Act records. The Title IX Coordinator is responsible for maintaining records relating to sexual misconduct, investigations, and resolutions. Records shall be maintained in accordance with the College Records Retention Policy and Procedures.

Use of Facilities Policy and Procedure

I. Philosophy and Scope

The primary use of Frederick Community College ("FCC" or the "College") facilities is in support of College instruction. The procedures outlined below are designed to ensure proper scheduling of credit and continuing education course offerings and to reduce conflicts with scheduling of internal College and community group events.

Members of the College faculty, staff, and student body may request non-instructional use of College facilities for College activities/business when they are not in use for College instruction.

The Facilities Planning Office is charged with managing the most efficient use of College space and as such, also maintain a comprehensive single source, College calendar. These procedures are created to provide for a one-stop clearinghouse for all College use of space and the scheduling of all College events, both for internal and external requestors/users.

Scheduling of College facilities will follow the priority order as listed below:

- Credit and Continuing Education Course Offerings
- Internal College Meetings and Events
- College Co-Sponsored Events
- Public/Community Use

The President of the College is authorized to establish administrative procedures and regulations related to the use of College facilities by the public/community. Actual costs of operation must be covered by public/community users. Fees as established by the Board of Trustees shall be charged for use of College facilities by public/community groups. Non-profit organizations may be eligible for discounted rates.

Annual leases of College facilities may be considered and are subject to review and approval by the Senior Leadership Team.

II. Definitions for the Purpose of this Policy and Procedures

A. **"Internal College Meetings and Events"** are meetings or events that are organized and conducted by College faculty, staff, Trustees, or students for College activities/business.

B. **"College Co-Sponsored Events"** are events where Frederick Community College and/or the Frederick Community College Foundation, Inc. partners with outside groups or organizations. All College co-sponsored events must be approved by the Senior Leadership Team. Co-sponsorship approval is based upon whether the event is deemed to be beneficial for the College to co-sponsor the event.

C. **"Public/Community Use"** refers to paid use of College facilities by individuals, organizations, associations, or businesses not affiliated with Frederick Community College.

D. **"25Live"** refers to the web-based College scheduling optimization and space database software. All faculty and staff have access to view space availability and make requests for space use through this software.

E. **"HEGIS Code of 210"** refers to a Higher Education General Information Survey (HEGIS) designation for spaces that are used primarily for regularly scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline.

F. **"Senior Leadership Team"** refers to the President's leadership group comprised of the President, the Provost/Vice President for Academic Affairs, the Vice President for Learning Support, the Vice President for Continuing Education and Workforce Development, the Vice President for Finance and Human Resources, the Chief Information Officer, the Special Assistant to the President for Institutional Effectiveness, and the Chief of Operations.

G. **"Workdays"** means Monday through Friday and does not include weekends, holidays, scheduled breaks, or other days the College is closed.

III. Procedures

The use of College facilities will be prioritized in the following manner:

A. Use for Credit and Continuing Education Course Offerings

In each academic term, credit and continuing education courses will be given first priority in scheduling. The specific facility spaces having a HEGIS Code of 210 may be preassigned by the Space Planning Manager. Other room assignments will be made based on available room features, course requirements, and room capacity, as approved by the Space Planning Manager. Additional preassignments may be considered to accommodate the needs of specific instructors or courses, and these must be approved by the Space Planning Manager.

The Academic Affairs and Continuing Education and Workforce Development (CEWD) teams will submit their course schedules to the Space Planning Manager according to a published schedule each semester. Room assignments for courses will be determined by the 25Live optimizer software. A draft schedule of room assignments will be provided to the Academic Affairs and CEWD teams for review.

The Senior Leaders of the Academic Affairs and CEWD teams will have the opportunity to submit requests for consideration of relocation of room assignments in the draft schedule to the Space Planning Manager. If possible, these requests will be accommodated.

The Space Planning Manager will submit a final credit and continuing education schedule of room assignments to the Senior Leaders of the Academic Affairs and CEWD teams.

For courses added outside of the published schedule for a typical semester, the Academic Affairs and CEWD teams will submit their schedules to the Space Planning Manager for room assignments as classes are added. Timelines for these additions will be established on an individual basis. The Space Planning Manager will submit the final room assignments to Academic Affairs or the CEWD team scheduling the course.

B. Use for Internal College Meetings and Events

All internal College meetings and events must have a space reserved in 25Live. College faculty and staff must make a request for all spaces, excluding JBK Theater, in 25Live (https://25live.collegenet.com/frederick). For best consideration, the request must be made well in advance of the meeting or event to ensure that a space is approved and reserved in 25Live. Student groups wishing to request classroom space must make their requests through the Student Engagement Office.

The Arts Center Director is responsible for scheduling all events in the JBK Theater in cooperation and collaboration with the Facilities Planning Office. To request an internal College meeting or event in the JBK Theater, contact the Arts Center Director at WPoindexter@frederick.edu. Upon verification by the Arts Center Director of availability of space, the requestor is responsible for entering the event in 25Live.

C. Use for College Co-Sponsored Events

An employee of the College must submit a request for approval of co-sponsorship of an event to the Space Planning Manager using the Co-Sponsored Event Request Form. The Space Planning Manager will forward requests for final approval to the Senior Leadership Team. The employee will be responsible for adhering to all conditions set forth on the Co-Sponsored Event Request Form. Upon receipt of the Co-Sponsored Event Request Form, the Space Planning Manager will confirm availability of the space and place a hold on it in 25Live. Upon approval of the event by SLT, the Space Planning Manager will remove the hold and confirm the event.

Co-sponsored events may be scheduled up to twenty-four months in advance if the event takes place in non-instructional space and if approved by the Senior Leadership Team.

1. Terms and Conditions

In addition to Sections IV and V of this Policy and Procedures, the following apply:

a. Food service using any FCC College facilities may only be provided by licensed commercial caterers.

b. The FCC co-sponsor is responsible for coordinating all activities before, during, and after the event, and must be physically present for the entire duration of the event.

2. Fees

Facilities rental fees and technician fees will be waived for Co-Sponsored Events. FCC co-sponsors and the partnering organizations are responsible for all other costs, including food service.

D. Use by the Public/Community

The Facilities Planning Office is responsible for processing and approving all public and community use facility requests, except the JBK Theater. A request must be submitted to Facility@frederick.edu using the Public & Community Request for Use of Facilities Form available on the College website at least four weeks in advance for best consideration. Within three workdays of receipt of a complete request, the Facilities Planning Office will respond to the request.

The Arts Center Director is responsible for scheduling all events in the JBK Theater in cooperation and collaboration with the Facilities Planning Office. To request the use of space for a public or community event in the JBK Theater, contact the Arts Center Director at WPoindexter@frederick.edu.

1. Terms and Conditions

In addition to Sections IV and V of this Policy and Procedures, the following apply:

a. Approval of submitted applications to use College facilities does not constitute College endorsement of views expressed or held by the using groups or individuals, and no advertisement shall indicate College support of the scheduled function.

b. If the College or the applicant cancels a reservation for the use of College facilities with at least three (3) workdays' advance notice, a full refund will be provided to the applicant. If the applicant cancels a reservation for the use of College facilities with less than three (3) workdays' notice, a 50% refund will be provided to the applicant. If the College cancels a reservation with less than three (3) workdays' notice, a full refund will be provided to the applicant. The College is not responsible for any additional losses, expenses, or damages the applicant may sustain as a result of the cancellation.

c. Organizations must provide, at their cost, adequate supervision of activities to ensure that good order is maintained. Frederick County fire and safety regulations shall be strictly observed during all events on campus.

d. Requesting organizations assume all financial responsibility for damages caused to individuals and to College property during their use. Prior to final application approval, all external groups and individuals using the College facilities must present to the College a certificate of liability insurance naming Frederick Community College as an additional insured in an amount deemed appropriate in the sole discretion of FCC.

e. The College assumes no liability for injuries or losses, which result from the actions of such groups or individuals.

f. The College reserves the right to revoke an applicant's application to use its facilities if the College determines that any information contained in the application is false, misleading, or a misrepresentation of the sponsor or intended activity.

g. The use of College facilities will be automatically cancelled when the College must close due to inclement weather or other emergency conditions and the applicant will be provided a full refund.

h. The Facilities Planning Office reserves the right to reschedule, relocate, or cancel the reservation of a public or community group due to extraordinary circumstances. Affected groups will be notified in advance when possible, in order for alternative arrangements to be made.

i. Public/community groups shall release the College from any and all expense that may be incurred from necessary rescheduling, relocation, or cancellation of approved events.

j. Public/community groups may not use the College facilities for parties, celebrations, or activities which are essentially personal or private in nature.

k. Public/community groups may not publicize the event for which College facilities are being requested prior to receiving approval from the Facilities Planning Office.

l. FCC reserves the first right of refusal for the provision of food services. If the College determines that it is unable to provide the needed service, food may only be provided by licensed commercial caterers.

2. Fees

a. A fee schedule for public/community use of College facilities is established by the FCC Board of Trustees.

b. Fee schedules are available upon request from the Facilities Planning Office.

c. Fees will be assessed for use of College facilities for actual costs, which may include custodial, security, information technology, audio/visual, and maintenance.

d. Fees are due before the start of the event unless other arrangements have been made with the Facilities Planning Office.

e. Public/community groups with past due accounts for previous events will not be approved for future events until the balance has been paid.

f. Groups not adhering to this policy may not be approved for future events.

E. Annual Leases of College Facilities

For use of College space/facilities on an annual lease basis, contact the Space Planning Manager at Facility@frederick.edu. All annual leases must be reviewed by the Chief of Operations and approved by the Senior Leadership Team. An annual rate schedule is established.

IV. Responsibilities of Users

A. Users of all College facilities are responsible for:

1. Using the area designated as reserved and no other area of the College facility, except public areas (e.g., restrooms, vending areas).

2. Using the facilities requested "as is." Users may not temporarily or permanently alter any element of any facility on campus.

3. Notifying the Facilities Planning Office of the intent to cancel the reservation of facilities at least three (3) workdays in advance of the scheduled event.

4. Restoring the facility used to its pre-use condition, unless other arrangements are made with the Facilities Planning Office.

5. Adhering to all College policies and procedures, including campus parking regulations, the Weapons Policy and Procedures, and the Alcohol, Tobacco, Opioids, and Other Drug Use and Awareness Policy and Procedures. With the exception of parking lots, the use of all tobacco products is prohibited on College premises. Alcoholic beverages may not be served on College premises without the written approval of the President and securing the proper licensing, permitting, insurance, and meeting all local and state requirements related to usage control.

B. The College reserves the right to display art exhibits by faculty, staff, and students as well as outside exhibitors. Art and exhibits may not be altered, covered, or removed.

C. Users may be required to make financial restitution for any damage incurred during the event for which College facilities were reserved and may not be permitted to book future events.

V. Restrictions on College Facility Use

A. For-profit groups using College facilities may not charge an admission fee for entry.

B. Non-profit organizations may charge a general admission fee for approved activities. Notice of intent to charge fees must appear on the Public & Community Request for Use of Facilities Form. The price of admission or any other form of donation or contribution must be clearly stated on all advertisements.

C. Use of College facilities for fundraising for individuals or groups other than FCC students must be approved in advance by the Senior Leadership Team. FCC student requests for fundraising purposes must be approved through the Student Engagement Office.

D. College facilities may not be used for activities which duplicate College classes, programs, or activities which are in conflict with established College objectives or policies.

E. All advertisements for any use of College facilities must be submitted for approval by the College to the Director of Marketing at MBaisey@frederick.edu prior to the use of the advertisement. The College reserves the right to revoke the applicant's approval to use its facilities if the College, in its sole discretion, disapproves of any advertisement or discovers that any non-approved advertisement has occurred.

F. College officials may not be refused entry to College facilities at any time.

G. Users of College facilities may not limit, restrict, disrupt or in any way inhibit the normal instructional programs of the College or other College activities.

H. Users of College facilities may not tape or in any way post signage to walls, doors, or other painted surfaces. Permission must be granted by the Facilities Planning Office prior to hanging of any signage. Once permission is granted, signage must be hung as directed and removed by the user at the conclusion of the event.

I. The College reserves the right to approve or refuse a request for the use of or access to facilities that may or may not be directly addressed in this Policy and Procedures.

J. Sex Offender Registrants seeking to attend any College function/event or to enter any College facility are required to obtain College approval from the Vice President for Learning Support. On a case by case basis, the College may decide to restrict access to College facilities that are not for the sole purpose of attending classes and participating in any class-related activity or preparation.

K. Sex offender registrants who are the parent or legal guardian of a student who will be participating in an event, such as commencement, program completion, sporting event, or performance, must jointly with the student seek approval from the Vice President for Learning Support or his/her designee in advance prior to attending any College function/event or entering any College facilities.

Use of Force

Frederick Community College recognizes and respects the value and special integrity of each human life. In vesting its security officers with the authority to use physical force to protect the public welfare, a careful balancing of all human interests is required. Therefore, it is the policy of Frederick Community College (FCC) that security officers will use force only to accomplish lawful objectives and will use only the minimum amount of force required to accomplish those lawful objectives.

Procedure

A. Purpose

The purpose of this Policy is to provide Frederick Community College (FCC) security officers with guidelines on the appropriate use of force in the performance of the duties.

B. Definitions

1. Appropriate Force: The amount of force which a reasonable, trained security officer would apply in order to obtain the compliance of a resisting individual. Appropriate force must be proportional with the actual or imminent threat posed.
2. Constructive Force: Includes a security officer's presence, verbal commands and directives.
3. Deadly Force: Physical force which has a substantial risk that it will result in death or serious physical injury.
4. Empty-Hand Control: Any weaponless control or technique performed with empty or open hands, such as control holds or the intentional moving (pushing) of an uncooperative person, as well as, instinctive weaponless control techniques used to gain control of a resistant individual. Empty-Hand Control does not include any strikes or active use of personal weapons (feet, fists, elbows, knees, etc.) or the mere application of handcuffs.
5. Excessive Force: Physical force that is disproportionate to the actual or potential threat posed by an individual. Excessive force exceeds the amount of force that a reasonable and prudent, trained security officer would employ under similar circumstances.
6. Force: The amount of effort used by a security officer to gain a resisting individual's compliance. This definition includes physical force and constructive force.
7. Imminent: Likely to happen without delay or immediately impending.
8. Light-Handed Control: Any minimal physical hand contact used by a security officer to guide, direct, or steer an individual in a given direction.
9. Non-Deadly Force: Physical force which by its application is not intended to cause and/or has a low probability of causing death or serious physical injury.
10. Physical Force: Includes Light-Handed Controls and Empty-Handed Controls.
11. Reasonable Belief: Is that which would cause an ordinary and prudent person to act or think in a similar way. The reasonableness of a decision to use force, however, must viewed from the perspective of the security officer on the scene, who may often be forced to make split-second decisions in circumstances that are tense, unpredictable, and rapidly evolving.
12. Serious Physical Injury: An injury that causes major disfigurement, sever tissue damages, broken bones, damage to internal organs, or permanent paralysis.

C. General

1. Use of Force Continuum
   a. When the application of force is necessary, security officers shall, to the extent possible, utilize an escalating scale of options. The security officer shall not employ a more forceful measure unless it is determined that a lower level of force would not be adequate, or unless such level is attempted and actually found to be inadequate.

b. The use of force continuum of options, in order of increasing severity is set forth below:

(1) Presence

(2) Verbal Commands and Directives

(3) Compliance-no use of physical force necessary

(4) Non-compliance-assess action and necessity

(5) Light-Handed Control

(6) OC Spray

(7) Empty-Hand Controls

(8) Baton

c. Security officers shall de-escalate force immediately when it is apparent that a lesser level of force has become appropriate. A security officer need not attempt to gain control over an individual through the use of the lowest level of force on the continuum when circumstances dictate and the security officer has reasonable belief that a higher level of force is necessary. Likewise the skipping of steps may be appropriate given the level of resistance encountered. The continuum should be viewed as a wheel and not a ladder or steps. A security officer may immediately employ any level of force on the continuum provided that the level of force selected is reasonable and justified at the time employed.

2. Authorization to Use Force

FCC security officers are authorized to use force, in accordance with the requirements of this procedure, which is reasonable and necessary to accomplish the following lawful objectives.

a. When a security officer reasonably believes the use of force is necessary to prevent serious injury to an individual, the officer, or others, including the use of physical force to defend against the physical attack of another or to defend a third party from the physical attack of another.

b. To detain an individual when a serious crime has been committed and the security officer has a reasonable belief that the person being detained committed the crime. Security officers may detain such an individual long enough for local law enforcement authorities to arrive and take custody of the individual. Security officers are further authorized to use physical force to assist law enforcement authorities, when necessary, in securing and maintaining control of an arrestee once police have taken control of the situation.

c. A supervisor shall respond to the scene of all incidents where the use of force by a security officer has been reported.

3. Determining the Appropriate Level of Force

FCC security officers when assessing whether force should be employed and the appropriate level of force to employ shall consider all relevant information, including, but not limited to, the following:

a. The nature, extent, and imminence of the threat or perceived threat to the security officer and/or a third parties presented by the individual(s);

b. The severity of the crime or incident;

c. The threat level posed or perceived to be posed by the individuals(s);

d. The availability of, and benefit of, other options or tactics which do not involve the use of physical force;

e. The skill level of the particular security officer in various tactics and techniques;

f. The threat posed to innocent third party(s).

4. Inappropriate Uses of Force

FCC security officers using physical force in the performance of their duties must do so in accordance with the requirements of this procedure. FCC security officers are only authorized to use physical force in support of the lawful objectives described above in subpart 2. In accordance with the provisions above, FCC security officers shall use the minimum amount and level of force necessary to accomplish their lawful objectives. Each use of physical force by a FCC security officer shall be evaluated by FCC's administration to determine whether appropriate force was employed in accordance with the requirements of this procedure. Should it be determined that an FCC security officer employed excessive force, the security officer will be subject to disciplinary action up to and including termination of employment.

5. Prohibited Uses of Force

FCC security officers, notwithstanding any provision of this procedure to the contrary, shall not knowingly or intentionally use deadly force in the performance of their duties. Absent the reasonable apprehension of an imminent threat of death or serious physical injury, FCC security officers, when employing physical force in accordance with this policy, shall not intentionally give direct blows to the head or other vital areas of the body. FCC security officers shall not employ chokeholds that restrict an individual's ability to breath or the flow of blood to the brain.

6. Wearing, Carrying, Possession, or Use of Weapons

Security personnel who have received College approved training and endorsement by the College to employ College supplies and authorized weapons. These weapons or tools are explicitly limited to: handcuffs, baton, and Oleoresin capsicum (OC) spray.

D. Report Requirements

All incidents involving the employment of physical force by a FCC security officer shall be thoroughly examined to determine whether the use of force was authorized and justified under the circumstances.

See Administrative Report Guidelines in this procedure.

E. Responsibilities

1. Security Officer Responsibilities

a. FCC security officers will immediately report and provide written documentation of any incident involving the use of physical force to supervisors and Chief of Security. A Use of Force Report documenting any incident involving the use of force shall be completed and submitted prior to the conclusion of a security officer's shift in which the use of force occurred. A Use of Force Report shall be separate from the standard incident report produced in reference to an incident. A Use of Force Report shall specifically address the circumstances which led the security officer employing physical force to conclude an imminent threat existed which required the use of physical force, a description of the physical force employed, and a description of any injuries sustained by the security officer, third parties, or the individual(s) against whom physical force was employed.

b. If the use of physical force results in injury, the security officer shall, if appropriate:

(1) Render first aid to the injured;

(2) Alert dispatch to the situation and request medical assistance and additional personnel as necessary:

(3) Request that local law enforcement authorities respond to the scene of the incident;

(4) Secure and protect the scene of the incident, including but not limited to, preserving all physical evidence;

(5) Identify witnesses and obtain written statements; and

(6) Remain on the scene until supervisory personnel arrive, unless there are hazardous conditions, which require evacuation of the immediate area.

2. Supervisor Responsibilities

a. An FCC Campus Security Supervisor shall immediately respond to the scene of any incident where a FCC security officer has employed the use of physical force. The responding FCC Campus Security Supervisor shall:

(1) Ensure the welfare of the security officers involved in the incident;

(2) Ensure that anyone injured in the incident receives immediate medical treatment;

(3) Interview all parties involved in the incident;

(4) Interview all witnesses;

(5) Coordinate with any local law enforcement officers responding to the scene;

(6) Complete an initial review of the incident to determine whether physical force was employed in compliance with this procedure and make recommendations to the Chief of Security;

(7) Notify the Executive Director of College Safety and Security. In the absence of the Executive Director of College Safety and Security, the responding supervisor shall notify the Assistant Director of College Safety and Security and the Vice President for Administration.

(8) An on-duty supervisor must respond to the scene and take digital photographs of all parties involved in the Use of Force incident at the time the incident occurs.

F. Guidelines for Administrative Reports

1. Use of Force Reports shall include, but not be limited to, the following principles:

a. Report the facts accurately; guesses, theories, and editorial comments have no place in Use of Force Reports.

b. Use of Force Reports shall not be written solely to supply justification for the physical force employed in an incident. A fair, accurate, impartial reporting of the facts will determine if the force employed in a given incident was justified and complied with the requirements of this procedure. A statement of the security officer's state of mind at the time physical force was employed is often useful and, to the extend known, should be included in a Use of Force Report.

c. Note any property which was damaged as a result of the incident.

d. Note any evidence recovered at the scene of incident.

e. Note any witnesses interviewed.

f. Note any physical injuries sustained as a result of the incident and any resulting medical treatment.

g. If a drawing or diagram of the scene would be helpful in understanding what occurred, one should be attached to the Use of Force Report.

h. Attach any photographs relevant to the incident, including but not limited to, photographs of injured individuals, property damage, and the scene of the incident.

i. Note any involvement of local law enforcement authorities either during the incident or after the fact.

j. Explain why alternatives to the use of physical force were not used to resolve the incident.

k. Explain why the level of physical force employed during the incident was appropriate.

l. Include any statements obtained from other security officers who were present at the time of the incident.

m. Describe, if any, previous incidents in which the security officer has employed physical force in the performance of his or her duties.

G. Certification of Review and Understanding

All FCC Campus Security Officers shall within thirty (30) days of the effective of this procedure be supplied with a copy of this procedure and certify in writing that they have reviewed and understand its requirements. Thereafter each FCC Campus Security Officer shall be required to certify in writing that they have reviewed and understand this procedure on annual basis. A copy of each security officer's initial and annual certifications of review and understanding of this procedure shall be maintained in each security officer's respective personnel file.

Video Monitoring of College Premises

Frederick Community College is committed to maintaining a safe and secure College community. A critical component of a comprehensive security plan is video monitoring. The primary purpose of video monitoring is to deter crime and to assist the College in protecting the safety and security of the members of the College community, the College premises, and the physical assets of the College. Classrooms and private offices may be video monitored at the request of the faculty member or principal occupant with the approval of the Vice President for Learning Support, or as part of a law enforcement investigation. The use of video monitoring in the Testing Center is to support the ability of the Testing Center staff to maintain academic integrity. Video monitoring provides support for proctoring students during exams. Video monitoring for security purposes and for proctoring of exams in the Testing Center will be conducted in a professional, ethical, and legal manner. Personnel involved in the use of video equipment will be appropriately trained and supervised in the responsible use of this technology. Information obtained through video monitoring will be used for security and law enforcement purposes and for compliance with College policies and procedures. The College explicitly prohibits video monitoring based on the characteristics and classifications contained in the Non-Discrimination Policy and Procedures and the Title IX Sexual Misconduct Policy and Procedures.

The College's official version of the Video Monitoring of College Premises Policy and Procedures is on its website (www.frederick.edu) that may be revised annually.

Weapons Policy & Procedures

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College") is committed to having a safe environment for all students, employees, visitors, guests, and volunteers. It is the responsibility of the College community to work together to ensure the safety and security of our College community. Communication is a key component of creating and maintaining a safe environment and members of the College community are entrusted with reporting possible violations of this Policy and Procedures or threats to the College community. College Security staff regularly patrol the College premises. In addition, the College has a longstanding partnership with the Frederick Police Department. Violations of this Weapons Policy and Procedures are considered severe misconduct under the College Employee Misconduct Policy and Procedures, the Code of Student Conduct, and the Code of Conduct for Visitors, Guests, and Volunteers.

Frederick Community College employees, students, visitors, guests, and volunteers are not permitted to possess, conceal, transport, or store weapons as defined in this Policy and Procedures on College premises.

Exemptions to this Policy and Procedures are defined under Section III.

II. Definitions for the Purpose of this Policy and Procedures

A. **"College"** means Frederick Community College and, collectively, those responsible for its control and operation and applies to all sites at which the College conducts classes and/or activities.

B. **"College community"** includes trustees, students, and all employees of the College as well as any independent contractors or other third parties to the extent articulated under contractual agreements.

C. **"College premises"** means buildings or grounds owned, leased, operated, controlled, supervised, or temporarily used by the College.

D. **"Student"** means an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes, who has either paid or made arrangement for payment of tuition and/or fees.

E. **"Visitor"** and **"guest"** mean any person who is not a member of the College community who is on College premises.

F. **"Volunteers"** refers to individuals who are not members of the College community, but have had background checks and have been officially approved to serve as volunteers at the College.

G. **"Weapon"** refers, but is not limited to, any instrument or object used to inflict injury or physical damage, defeat, intimidate, attack, or destroy self, another person, or property.

Any object or device which will, is designed to, or may be readily converted to expel bullet, shot, shell, BB, or pellet, by the action of an explosive, spring, or other propellant;

Any handgun, pistol, revolver, rifle, shotgun or other firearm of any nature;

Any BB gun, pellet gun, air/CO2 gun, or blow gun;

Any major components, including barrels, stocks or grips, and receivers, of firearms, whether partial components or components of a complete firearm;

Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun or taser;

Any explosive, including all types of ammunition for firearms, incendiary or poison gas (A) bomb, (B) mine, (C) grenade, or (D) rocket having a propellant charge of more than four ounces, or (E) missile having an explosive or incendiary charge of more than ¼ ounce;

Any incendiary or explosive material, liquid, solid or mixture equipped with a fuse, wick or other detonating device;

Any tear gas bomb or smoke bomb;

Any knife, commonly referred to as a switch-blade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement;

Any knife with a blade-length of more than two inches such as a dagger, dirk, dangerous knife or stiletto or pocket knife;

Any martial arts weapon such as nun chucks or throwing stars;

Any longbow, crossbow, compound bow, recurve bow and arrows or other projectile that could cause serious harm to any person; or

Any instrument or device:

1. designed or traditionally used to inflict harm or injury, or
2. that could be reasonably construed as a weapon, or
3. designed to look like a weapon, which is or can be used to cause intimidation, apprehension or fear of harm, or
4. which may be a common item (e.g., baseball bat) but is wielded as or used to inflict damage or harm to living beings, structures, or systems.

III. Exceptions

A. Instruments (e.g., culinary knives, box cutters, surgical instruments) and tools required for use in courses or employment, or College-sponsored activities, in accordance with approved procedural guidelines, are excluded from this Policy and Procedures. However, inappropriate or dangerous use of any instrument, device, or tool by any authorized student or employee is in violation of this Policy and Procedures. The Security Lead Supervisor or his/her designee, shall maintain and keep current an inventory of such College authorized usages.

B. This Policy and Procedures does not apply to Frederick Community College Security staff who have received College-approved training and endorsement by the College to employ College-supplied and authorized weapons. These weapons or tools are explicitly limited to:

1. Oleoresin capsicum (OC) spray
2. Baton

C. Active duty law enforcement officers, qualified retired law enforcement officers as defined in the Law Enforcement Officers Safety Act, 18 USC §926C (LEOSA), and United States Military acting in the performance of their official duties but only to the extent that they are legally permitted to possess such weapons.

D. Possession, storage or display of weapons for instructional, demonstrative or theatrical purposes may be granted in limited circumstances. Refer to Section IV, Procedures.

E. This Policy and Procedures does not apply to the safe and secure storage of a firearm by an authorized College employee, within a vehicle parked at any College owned, leased or rented facility or at any College-sponsored activity provided that:

1. the College employee is a qualified retired law enforcement officer as defined in LEOSA and has met all of the conditions therein; and
2. the College employee maintains on file with the Security Lead Supervisor, a current LEOSA permit and identification, as defined in that Act.

F. When a non-uniformed or off-duty armed law enforcement officer is on campus and staff is uncertain of his or her identity or status, Security must be notified and a tactful and coordinated inquiry will be completed by Security. Security staff will verify the identity of the subject and his/her current employment status through an identification check to ensure that the legal requirements are met to allow his/her armed status. Any uncertainty by Security staff will result in contacting the Frederick Police Department at 301-600-2102.

G. Personal self-defense items containing mace or pepper spray shall not be deemed to be a weapon for the purposes of this Policy and Procedures when its use and possession are reasonable, appropriate, and clearly for the purpose of self-defense.

IV. Procedures

Any suspected violations of this Policy and Procedures must be immediately reported to College Security at (301) 846-2453 or (301) 606-7716, extension 4444 from any campus phone, or by activating any of the College emergency phone poles. If the suspected violation is an emergency or constitutes criminal behavior, it should be reported immediately to the Frederick Police Department by dialing 9-1-1 and reported to College Security. College personnel will work with local law enforcement to immediately ensure the safety and security of the College community.

A. Violations by an Employee – Upon a report of an alleged violation by an employee of this Policy and Procedures, the Security Lead Supervisor will initiate an investigation, in consultation with the employee's supervisor, Senior Leader, and the Associate Vice President for Human Resources. Any employee involved in any investigation must fully cooperate. Employees found in violation of this Policy and Procedures are subject to disciplinary action per the Employee Misconduct Policy and Procedures.

B. Violations by a Student – Upon a report of an alleged violation by a student of this Policy and Procedures, the Security Lead Supervisor or his/her designee will initiate an investigation with the Associate Vice President/Dean of Students in accordance with the Code of Student Conduct Policy and Procedures. Students found in violation of this Policy and Procedures are subject to an interim suspension and other disciplinary action which may include a wide variety of sanctions up to and including expulsion from the College and/or referral to the Frederick Police Department.

C. Violations by Visitors, Guests, and Volunteers – Upon confirmation of a violation by a visitor, guest, or volunteer of this Policy and Procedures, the Security Lead Supervisor or his/her designee may remove the individual from the College and/or permanently bar him/her from College facilities and/or refer the incident to the Frederick Police Department in accordance with the Code of Conduct for Visitors, Guests, and Volunteers Policy and Procedures.

D. Exceptions for the possession, storage, or display of weapons for instructional, demonstrative or theatrical purposes may be granted in limited circumstances. Written requests for such exceptions must be made at least five workdays (Monday through Friday, not including weekends, holidays, or days the College is closed) in advance to the appropriate Senior Leader. The Senior Leader will then forward the consent form to the Security Lead Supervisor for final review; a copy of the approved/ disapproved form will be returned to the requestor. If approved, immediately prior to the demonstration, unloaded firearms will be inspected by appropriately trained security staff.

Writing Requirements

FCC recognizes that the ability to write clearly and concisely is essential to the personal and professional success of all educated people. Therefore, the college is committed to providing instructional opportunities and services necessary to help achieve competence in writing.

Students can expect to write in any course offered by the college. Grades on papers in college courses will be influenced by the student's ability to meet minimal writing standards.

The minimal standards for written work submitted in all courses are as follows:

1. All written work must demonstrate skills in presenting material in a clear and logical manner.
2. All written work must demonstrate appropriate, college-level word choice.
3. All written work must demonstrate competence in grammar, punctuation and spelling.

MHEC Transfer Policies

Title 13B Maryland Higher Education Commission

Subtitle 02 Academic Regulation

Subtitle 06 General Education & Transfer Authority: Education Article 11-2-111-206, Annotated Code of Maryland

.01 Scope and Applicability.

This chapter applies only to public institutions of higher education.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms defined.

(1) "A.A. degree" means the Associate of Arts degree.

(2) "A.A.S. degree" means the Associate of Applied Sciences degree.

(3) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.

(4) "A.S. degree" means the Associate of Science degree.

(5) "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.

(6) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.

(7) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.

(8) "General education program" means a program that is designed to:

(a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;

(b) Encourage the pursuit of life-long learning; and

(c) Foster the development of educated members of the community and the world.

(9) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.

(10) "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.

(11) "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.

(12) "Parallel program" means the program of study or courses at one institution of higher education which has comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.

(13) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.

(14) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first 2 years of the baccalaureate degree.

(15) "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.

(16) "Social and behavioral sciences" means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects which focus on:

(a) History and cultural diversity;

(b) Concepts of groups, work, and political systems;

(c) Applications of qualitative and quantitative data to social issues; and

(d) Interdependence of individuals, society, and the physical environment.

(17) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution which is applicable for credit at the institution the student is entering.

.02-1 Admission of Transfer Students to Public Institutions.

A. Admission to Institutions.

(1) A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree or who has completed 56 or more semester hours of credit, may not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, except as provided in §A(4) of this regulation.

(2) A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree or who has completed fewer than 56 semester hours of credit, is eligible to transfer to a public institution regardless of the number of credit hours earned if the student:

(a) Satisfied the admission criteria of the receiving public institution as a high school senior; and

(b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in parallel courses.

(3) A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.

(4) If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:

(a) Based on criteria developed and published by the receiving public institution; and

(b) Made to provide fair and equal treatment for native and transfer students.

B. Admission to Programs.

(1) A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program:

(a) Are developed and published by the receiving public institution; and

(b) Maintain fair and equal treatment for native and transfer students.

(2) If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:

(a) Based on criteria developed and published by the receiving public institution; and

(b) Made to provide fair and equal treatment for native and transfer students.

(3) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.

C. Receiving Institution Program Responsibility.

(1) The faculty of a receiving public institution is responsible for development and determination of the program requirements in major fields of study for a baccalaureate degree, including courses in the major field of study taken in the lower division.

(2) A receiving public institution may set program requirements in major fields of study which simultaneously fulfill general education requirements.

(3) A receiving public institution, in developing lower division course work, shall exchange information with other public institutions to facilitate the transfer of credits into its programs.

.03 General Education Requirements for Public Institutions.

A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter, and incorporate the general education knowledge and skills required by the Middle States Commission on Higher Education Standards for Accreditation. No later than August 1, 2017, a public institution shall satisfy the general education requirement by:

(1) Requiring each program leading to the A.A. or A.S. degree to include not less than 28 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 38 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:

(a) Arts and humanities,

(b) Social and behavioral sciences,

(c) Biological and physical sciences,

(d) Mathematics, and

(e) English composition; or

(2) Conforming with COMAR 13B.02.02.16D(2)(b)—(c).

B. Each core course used to satisfy the distribution requirements of §A(1) of this regulation shall carry at least 3 semester hours.

C. General education programs of public institutions shall require at least:

(1) Two courses in arts and humanities;

(2) Two courses in social and behavioral sciences;

(3) Two science courses, at least one of which shall be a laboratory course;

(4) One course in mathematics, having performance expectations demonstrating a level of mathematical maturity beyond the Maryland College and Career Ready Standards in Mathematics (including problem-solving skills, and mathematical concepts and techniques that can be applied in the student's program of study); and

(5) One course in English composition, completed with a grade of C- or better.

D. Institution-Specific Requirements.

(1) In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in course work outside the five areas. These courses may be integrated into other general education courses or may be presented as separate courses. Examples include, but are not limited to, Health, Diversity, and Computer Literacy.

(2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in §A(1) of this regulation.

E. General education programs leading to the A.A.S. degree shall include at least 18 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in §A(1) of this regulation.

F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.

G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.

H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.

I. Public institutions may not include physical education skills courses as part of the general education requirements.

J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.

K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.

L. Notwithstanding §A(1) of this regulation, a public 4-year institution may require 48 semester hours of required core courses if courses upon which the institution's curriculum is based carry 4 semester hours.

M. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

.04 Transfer of General Education Credit.

A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this chapter.

B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.

C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.

D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for any general education courses successfully completed at the sending institution.

E. Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10-----16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.

F. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.

G. A.A.S. Degrees.

(1) While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.

(2) An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 semester hours.

H. Student Responsibilities. A student is held:

(1) Accountable for the loss of credits that:

(a) Result from changes in the student's selection of the major program of study,

(b) Were earned for remedial course work, or

(c) Exceed the total course credits accepted in transfer as allowed by this chapter; and

(2) Responsible for meeting all requirements of the academic program of the receiving institution.

.05 Transfer of Nongeneral Education Program Credit.

A. Transfer to Another Public Institution.

(1) Credit earned at any public institution in the State is transferable to any other public institution if the:

(a) Credit is from a college or university parallel course or program;

(b) Grades in the block of courses transferred average 2.0 or higher; and

(c) Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.

(2) If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement.

B. Credit earned in or transferred from a community college is limited to:

(1) 1/2 the baccalaureate degree program requirement, but may not be more than 70 semester hours; and

(2) The first 2 years of the undergraduate education experience.

C. Nontraditional Credit.

(1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.

(2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:

(a) Technical courses from career programs;

(b) Course credit awarded through articulation agreements with other segments or agencies;

(c) Credit awarded for clinical practice or cooperative education experiences; and

(d) Credit awarded for life and work experiences.

(3) The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.

(4) The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge, examinations, and satisfactory completion of the next course in sequence in the academic area.

(5) The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower-division level that the receiving institution offers at the upper-division level. The validated credits earned for the course shall be substituted for the upper-division course.

D. Program Articulation.

(1) Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.

(2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

.06 Academic Success and General Well-Being of Transfer Students.

A. Sending Institutions.

(1) Community colleges shall encourage their students to complete the associate degree or to complete 56 hours in a recommended transfer program which includes both general education courses and courses applicable toward the program at the receiving institution.

(2) Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.

(3) The sending institution shall:

(a) Provide to community college students information about the specific transferability of courses at 4-year colleges;

(b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and

(c) Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions.

(1) Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.

(2) A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.

(3) A receiving institution shall evaluate the transcript of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results not later than mid-semester of the student's first semester of enrollment at the receiving institution, if all official transcripts have been received at least 15 working days before mid-semester. The receiving institution shall inform a student of the courses which are acceptable for transfer credit and the courses which are applicable to the student's intended program of study.

(4) A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.

.07 Programmatic Currency.

A. A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.

B. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.

C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both 2-year and 4-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent course work successfully completed at a community college.

.08 Transfer Mediation Committee.

A. There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public 4-year colleges and universities and the community colleges.

B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.

C. The findings of the Transfer Mediation Committee are considered binding on both parties.

.09 Appeal Process.

A. Notice of Denial of Transfer Credit by a Receiving Institution.

(1) Except as provided in §A(2) of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer student's first semester, if all official transcripts have been received at least 15 working days before mid-semester.

(2) If transcripts are submitted after 15 working days before mid-semester of a student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.

(3) A receiving institution shall include in the notice of denial of transfer credit:

(a) A statement of the student's right to appeal; and

(b) A notification that the appeal process is available in the institution's catalog.

(4) The statement of the student's right to appeal the denial shall include notice of the time limitations in §B of this regulation.

B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.

C. Response by Receiving Institution.

(1) A receiving institution shall:

(a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and

(b) Respond to a student's appeal within 10 working days.

(2) An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.

(3) Unless a student appeals to the sending institution, the written decision in §C(2) of this regulation constitutes the receiving institution's final decision and is not subject to appeal.

D. Appeal to Sending Institution.

(1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.

(2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.

E. Consultation Between Sending and Receiving Institutions.

(1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.

(2) As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.

(3) The receiving institution shall inform a student in writing of the result of the consultation.

(4) The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

.10 Periodic Review.

A. Report by Receiving Institution.

(1) A receiving institution shall report annually the progress of students who transfer from 2-year and 4-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.

(2) An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.

(3) A receiving institution shall include in the reports comparable information on the progress of native students.

B. Transfer Coordinator. A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.

C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.

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There are more than 320 part-time faculty members teaching classes during the 2017-2018 academic year. Individuals are appointed on a semester-by-semester basis and teach in both the day and evening programs.

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Center for Teaching & Learning

Kelly L. Trigger (2000)
Associate Vice President, Center for Teaching & Learning
B.S., Pennsylvania State University
M.Ed., University of Massachusetts, Amherst
Ph.D., University of Maryland

Sheri Bailey (2004)
Administrative Associate II, Library
A.A., Frederick Community College

Kimberly Carr (2006)
Academic Office Manager, Distance Learning
A.A., Baltimore City Community College

Jaclyn Frenning (2015)
Academic Testing Associate
B.A., Hood College

Patty Furry-Hovde (1997)
Administrative Specialist, Library

Daniel Gallaher (2017)
Information Literacy Librarian
A.A., Frederick Community College
B.A., University of Maryland, University College
M.L.S., University of Maryland, College Park

Jurgen Hilke (1989)
Executive Director of the Center for Distributed Learning
B.D., University of Goettingen, Germany
S.T.M., M.A. Yale University

Colleen McKnight (2011)
Director, Library Services
B.A., Otterbein University
M.L.S., University of Maryland, College Park

Rebecca Montgomery (2017)
Digital Resources Librarian
B.A., Morgan State University
M.L.S., University of Maryland, College Park

Brian Penko (2017)
STEM Learning Center Coordinator
A.A.S., Frederick Community College
B.S., Hood College

Alesha Rosen (2013)
Assistant Director, Testing Center
B.S., Towson University

Cheryl Schnebly (2014)
Office Manager, Center for Teaching & Learning

Courtney Sloan (2016)
Tutoring and Writing Center Coordinator
B.S. Louisiana State University
J.D., Louisiana State University

Jennifer Unitis (2007)
Instructional Technology Training Specialist
A.A., Carroll Community College
B.A., Strayer University

Douglas Valentine (2017)
Instructional Designer
A.A., Frederick Community College
B.A., Mt. Sierra College
M.S., Southern New Hampshire University

Ina Wolf (2016)
Director of Testing Center
B.A., Trinity College
M.S., Johns Hopkins University

Jessica Young (2012)
Assistant Director of Distributed Learning
B.S., Shippensburg University
M.A., University of Phoenix

Betsey Zwing (2008)
Tutoring and Writing Center Director
B.A., Pennsylvania State University
M.A., Clemson University

Finance, Human Resources and Auxiliary Services

Dana McDonald (2012)
Vice President for Finance and Human Resources
B.S., Virginia Polytechnic Institute and State University
M.B.A., Mount St. Mary's University

Fiscal Services

William Grutzkuhn (2015)
Associate Vice President, Fiscal Services
B.S., Mansfield University
M.Ed., Bloomsburg University

Jane Beatty (2006)
Director, Student Finance/Bursar
A.A., Frederick Community College

Shawn A. Chesnutwood (2001)
Senior Accountant
B.S., Johnson and Wales University
M.B.A., Frostburg State University
CPA, State of Maryland

Brenda Cunningham (2009)
Student Accounts Associate
B.A., University of Maryland Baltimore County

Pamela Dubitsky (2016)
Assistant Director, Grants Management
B.A., State University of New York, Stony Brook University
M.A., M.S.W., State University of New York at Albany

Jennifer "Jen" Frank (2010)
Senior Student Accounts Associate

Margaret Glessner (2016)
Senior Accountant I, Foundation
B.S., Grove City College
MBA, Loyola College of Maryland

Barbara Herald (2006)
Staff Accountant
A.A., Montgomery College

Patricia Hoyt (2017)
Director for Fiscal Services
A.A., Frederick Community College
B.S., Mount St. Mary's University

Jeffrey Kotroba (2017)
Payroll Accountant
B.S. Towson University

Vanessa Lopez (2016)
Student Accounts Associate
A.A., Frederick Community College
B.S. University of Maryland

Elaine Marshall (2017)
Procurement Administrator
B.A., Mount Saint Mary's University
M.B.A., Frostburg State University

Tonyia McClellan (2008)
Accounts Payable Manager

Whitney Mellott-Hoch (2016)
Student Accounts Associate
B.S., M.B.A., Frostburg State University

Shannon Miller (2012)
Finance Associate, Accounts Payable
A.A.S., Frederick Community College

Regina O'Rourke (2009)
Finance Associate, Accounts Receivable
A.A., Frederick Community College
B.A., Hood College

Kathryn "Katie" Reed (2010)
Administrative Associate II, Accounts Payable

Stephanie Roth (2016)
Finance Associate, Accounts Receivable
B.S., Salem International University

Fallon Seiler (2017)
Payroll Accountant
B.S., Shepherd University

Human Resources

Maryrose Wilson (2015)
Associate Vice President, Human Resources
B.A., Villanova University
M.S., Shippensburg University

Carmen Ahmad (2015)
Human Resources Office Manager
B.S., West Chester University of Pennsylvania

Alicia Hilsher (2015)
Human Resources Recruitment Manager
B.S., M.S., University of Scranton

Carol Hulver (2015)
Benefits & Wellness Program Manager

Susan Waddington (2016)
Human Resources Generalist
B.S., Virginia Polytechnic Institute and State University
M.S., Widener University

Felicia Watkins (2016)
Administrative Specialist - HRIS
A.A., Montgomery College

Auxiliary Services

Teresa Bickel (2005)
Director, Children's Center
B.F.A., Indiana University of Pennsylvania
M.S., M.S., Hood College

Catherine Florimbio (2007)
Assistant Director, Children's Center
B.A., La Roche College

Frederick "Fred" Hockenberry (2008)
Director, Bookstore
B.A., Pennsylvania State University

Peter Lee (2017)
Business Manager
B.S., M.A., Saint Francis University

Trudy L. Lyles (1995)
Bookstore Financial Manager
A.A., Frederick Community College

Kimberly Madden (2007)
General Merchandise Manager
B.A., Wake Forest University

Donna Mortimer (1987)
Bookstore Course Materials Manager
A.A., St. Mary's College of MD
B.A., Juniata College
M.A., S.U.N.Y., New Paltz

Jean Stalnaker (2015)
Dining Assistant

Bradley Patenaude (2011)
Bookstore Textbook Assistant
B.A., University of Maine at Presque Isle
B.S., University of Maine at Augusta

Cynthia Peyton (2015)
Dining Assistant

Donna S. Sowers (1989)
Dining Coordinator
B.S., Shepherd College

Operations

John Wichser (2015)
Chief of Operations
B.A., Hartwick College
M.Ed., University of Arkansas

Christopher Sasse (2015)
Director of College Safety and Emergency Preparedness
B.S., M.S., Johns Hopkins University

Linda Seek (1990)
Executive Associate to the Chief of Operations

Facilities Planning

John Anzinger (2015)
Director, Facilities Planning
B.S., Temple University

Christopher "Chris" Flaherty (2016)
Project Manager II, Facilities Planning
B.S., The Pennsylvania State University

Christine Gaites (1999)
Facilities Scheduling Specialist II
A.A., Frederick Community College
B.A., University of Maryland, Baltimore County

Sharon Hammond (2013)
Administrative Associate II
A.A., Frederick Community College

Kathryn "Katy" Potts (2015)
Space Planning Manager
B.S., Ohio State University
M.A., Arizona State University

Receiving Operations

Gary Anderson (2009)
Receiving Operations Manager

Richard Linton (2006)
Receiving Assistant
A.A., Frederick Community College

Catherine A. Summers (1998)
Mail Room Associate

Plant Operations

Gregory "Greg" Solberg (2016)
Director of Plant Operations
B.A., Bemidji State University
M.S., Hood College

David Anderson, Jr. (2013)
Plant Maintenance Technician - Carpenter

Paul Barnes, Jr. (2010)
Custodian, 3rd Shift

Jeffrey L. Buhrman (1989)
Custodian, 2nd Shift

Cameron Butler (2015)
Custodian, 1st Shift

Michael Cooper (2016)
Plant Maintenance Technician – Plumber III

Chantay Corbin (2011)
Custodian, 3rd Shift

Dennis Cupp (2008)
Custodian, 3rd Shift

Brian DeCesare (2016)
Maintenance General Technician, 2nd Shift
A.F.A., Montgomery College

Reynaldo Delaluz (2008)
Custodian, 3rd Shift

David Eichelberger (2012)
Maintenance General Technician, 3rd Shift

Jerome "Jake" Ford (2013)
Custodian, 3rd Shift

James Forrester (2015)
Custodian, 3rd Shift

Pernell Harrison (2012)
Custodian, 3rd Shift

Dennis "Jerry" Hatcher (2016)
Plant Maintenance Technician – HVAC/R III

Jenny Hill (2011)
Custodial Shift Lead, 3rd Shift

Kevin Hoover (2015)
Plant Maintenance Technician – Locksmith
A.A., Hagerstown Community College

Maximo Inocencio (2016)
Plant Maintenance Technician – Electrician II

Ronald Jackson (2011)
Custodian, 1st Shift

Jackson M. Jenkins (2003)
Custodial Shift Lead, 2nd Shift

William Jenkins (2011)
Custodian, 3rd Shift

Justin Koerting (2010)
Grounds Crew Foreman

Richard A. Lawrence (1992)
Groundskeeper

Tonya R. Lewis (2003)
Custodian, 3rd Shift

Michael Linnemann (2007)
Plant Maintenance Technician - Painter

Christopher Lucas (2004)
Custodian, 1st Shift

Roxana Escobar Mendoza (2013)
Custodian, 3rd Shift

Zachery Minns (2015)
Groundskeeper

Charles Montgomery (2008)
Building Services Specialist, Monroe Center

Amparo Morales (2012)
Custodian, 2nd Shift

Jesse Morgan (2013)
Maintenance General Technician

John Neal (2016)
Groundskeeper

Alberto Othuon (2007)
Custodian, 2nd Shift
A.A., Montgomery County Community College

Mark Price (2007)
Custodian, 2nd Shift

Ryan Ridge (2016)
Plant Maintenance Technician – HVAC/R II
B.A., St. Mary's College of Maryland

Kennedy Roberts (2016)
Custodian, 2nd Shift

Darrell A. Rollins (1999)
Custodian, 3rd Shift

Mary Sawyer (2008)
Administrative Associate II

McKenzie Schepis (2013)
Custodian, 3rd Shift

John Sherwood (2012)
Custodian, 3rd Shift

Larry A. Smith (1995)
Custodial Manager

Parker Young (2015)
Maintenance General Technician

Continuing Education & Workforce Development

David Croghan (2006)
Vice President for Continuing Education & Workforce Development
B.A., University of Maryland College Park
M.A., University of Maryland Baltimore County

Kelli Ackiewicz (2016)
Program Manager, Institute for Learning in Retirement & Personal Enrichment
B.S., Pennsylvania State University

Ivania Amador (2015)
Administrative Associate II, ESL
B.A., Mount Saint Mary's University

Karen Brady (2016)
Registration Associate, CEWD
B.S., Southern Illinois University

Stephen Carter (2014)
Instructional Coordinator, Emergency Management
B.A., Thiel College
M.S., University of Maryland University College

Cheryl Concannon (2010)
Workforce Development Office Manager
A.A., Frederick Community College

Diana Culp (2016)
Instructional & Technical Designer, Emergency Management
B.A., Hiram College
M.A., Marymount University

Elizabeth DeRose (2016)
Institute Manager, Hospitality, Culinary & Tourism Institute
A.O.S., Culinary Institute of America
B.S., University of Illinois, Urbana-Champaign

Lauren Dods (2014)
Administrative Associate II, Emergency Management Programs
B.A., Hood College

Miranda Ducey (2016)
Executive Associate to the Vice President for Continuing Education and Workforce Development
B.A., M.A., University of Nebraska-Lincoln

Kimberly Duncan (2010)
Executive Director, Adult Education & Lifelong Learning
B.A., Mercyhurst College

Zonya Eubanks (2010)
MIS Specialist, Adult Education

Mary Evans (2016)
Instructional Specialist, Culinary
A.O.S., Culinary Institute of America

Valerie Fox (2012)
Administrative Associate, Emergency Management
A.A., Frederick Community College
B.A., Salisbury University

Kathy Francis (2009)
Executive Director, Emergency Management Programs
B.A., Columbia College
M.S., Johns Hopkins University

Karen Freeman (2011)
Program Manager, Youth Programs and Personal Enrichment
B.A., Pennsylvania State University

Rhonda Geesaman (2005)
Administrative Associate II, CEWD Registration

Jennifer Goodridge (2009)
Administrative Associate II, Healthcare
A.A., Frederick Community College

Kathleen Groover (2014)
Program Manager, Business & Technology
B.S., Lynchburg College
Ph.D., Duke University

Kathleen Groover (2014)
Program Manager, Business & Technology
B.S., Lynchburg College
Ph.D., Duke University

Kristen Harbaugh (2017)
Registration Associate, CEWD
A.S., Hagerstown Community College
B.S., Frostburg State University

Cheryl Henman (1993)
Administrative Associate II, Youth Programs
A.A., Frederick Community College

Brian Holt (2014)
Instructional Support Technician, Building Trades

Julie Hoyle (2014)
Administrative Associate, Emergency Management
B.S., University of Maryland, College Park

Stephanie Hurd (2015)
Business Development Manager
B.A., Pennsylvania State University

Maggie Krzywicki (2016)
Administrative Associate II, Personal Enrichment
B.S., Shepherd University

Stephanie Landon (2014)
ESL Program Manager/Transition Specialist
B.A., University of California at Irvine
M.A., Simmons College

Carla Lemons (2016)
Culinary Lab Technician

Mary Beth Liller (2010)
Administrative Associate II, ILR
A.A.S., Montgomery College

Samuel "Sam" Lombardo (2012)
Program Manager, Emergency Management
B.S., Seton Hall University
M.Ed., Wayne State University

Charles LoSchiavo (2013)
Program Manager, Building Trades & Vocational Training

Angel Marshall (2016)
Program Administrator, Adult Education
B.A., American University
M.Ed., Wilmington University

Pamela Martin (2016)
ABE/ASE Instructional Specialist
A.A., Frederick Community College
A.A., Hagerstown Community College
B.A., M.A., Hood College

Richard McClellan (2016)
Special Projects Manager, Emergency Management
A.A.S., Paul Smiths College
B.S., Mount Saint Mary's University
M.S. Slippery Rock University

Patricia Meyer (2010)
Executive Director, Workforce Training
B.A., Central Connecticut State University
M.S., Rensselaer Polytechnic Institute

Carla Milan (2015)
Administrative Specialist, Emergency Management Programs
B.S., Western New England College

Amanda Miller (2016)
ESL Instructional Specialist
B.A., Oberlin College
M.A., College of Notre Dame of Maryland

Irene Nemitsas (2017)
Workforce Development Program Coordinator
B.S., Syracuse University
M.P.A., University of Colorado, Denver

Sarah Radinsky (2014)
Clinical & Lab Coordinator, Health Care & Wellness
A.A.S., Howard Community College

Taylor Smith (2016)
Lifelong Learning Program Coordinator
A.A., Ulster County Community College
B.A., University at Albany - SUNY

Lauren Standifer (2014)
Workforce Development Program Coordinator
B.S., University of North Carolina at Greensboro

Brenda Steele (2012)
Assistant Director, CEWD Operations
A.A., Frederick Community College
B.B.A., Hood College
M.S., University of Maryland University College

Shela Stewart (2015)
Administrative Associate II, Business Development
A.A.S. Tarrant County Junior College
B.B.A., Texas Wesleyan University

Danielle Stoffer (2015)
Program Manager, Healthcare Careers
B.A., George Mason University
M.S., Marymount University

Michelle Wichman (2010)
Intake and Assessment Specialist, ESL
B.A., Wartburg College

Elizabeth Worden (2012)
Administrative Associate I, Adult Education
B.A., University of Maryland

Institutional Effectiveness

Gerald "Jerry" Boyd (2010)
Special Assistant to the President for Institutional Effectiveness
B.A., M.A., George Mason University

Dana Pierce (2008)
Executive Associate to the Special Assistant to the President for Institutional Effectiveness

Communications

Caroline Cole (2014)
Communications Coordinator
B.A., Franklin & Marshall College
M.S., Boston University

Marketing & Publications

Michael Baisey (2015)
Director of Marketing
B.S., East Carolina University

Pierre Bowins (1998)
Senior Designer
B.F.A., Maryland Institute, College of Art

Angela Cochran (2015)
Graphic Designer
B.S., Indiana Wesleyan University

Jennifer Kline (2013)
Marketing Coordinator
B.S., Salisbury University

Charles Pham (2011)
Digital Media Specialist
A.S., Everest University

Richard A. Schellenberg (1999)
Digital Media Manager/Producer

Kara Wilmoth (2015)
Marketing and Publications Project Manager
B.S., Frostburg State University

Planning, Assessment & Institutional Research

Gohar Farahani (1995)
Executive Director, Assessment and Research
A.A., Santa Monica College
B.A., University of California, Los Angeles
M.S., California State University, Domingues Hills
Ph.D., Virginia Polytechnic Institute & State University

Cheoleon Lee (2014)
Senior Researcher, Institutional Research & Compliance
M.A., University of Florida
Ph.D., University of California, Riverside

Andrea Matthews (2001)
Research Analyst
B.A., York University

Caleb Rose (2017)
Senior Researcher for Institutional Effectiveness
B.A., East Carolina University
M.A., Marshall University
Ph.D., University of Arkansas

Information Technology

Joseph McCormick (2017)
Chief Information Officer
B.S., M.A., Colorado Christian University

Cathy Brown (2016)
Applications Analyst
A.A., Frederick Community College
B.A., M.S., Hood College

Christina Eichelberger (2009)
Web Content Coordinator
B.A., Salisbury University

Marie Fischer-Wyrick (2015)
User Support Technician
A.A., Frederick Community College

James R. Harris II (1999)
Enterprise Application Analyst/Programmer
A.A.S., Frederick Community College
B.S., University of Maryland University College

Franklin Hilderbrand (2010)
Systems Administrator

Jonathan Hoffman (2016)
User Support Technician
B.S., University of Maryland University College

Michael "Mike" Marshall (2012)
Manager, User Services
A.A., Montgomery College

Sandra Marshall (2005)
IT Training Coordinator
A.A., Frederick Community College
B.S., University of Maryland University College

Sara "Beth" Miles (2001)
Enterprise Application Analyst/Programmer
B.B.A., James Madison University

Gary Milihram (2015)
Copy Center Manager

Richard Moser (2016)
User Support Technician

Timothy O'Keeffe (2009)
Network Systems Engineer
A.S., Frederick Community College

Cindy Osbon (1993)
Director, Web Services
A.A., Frederick Community College
B.S., University of Maryland University College

Bradley Paradise (2006)
PeopleSoft Database and System Administrator
B.S., Frostburg State University
M.S., Hood College

Adam C. Reno (2000)
Associate Chief Information Officer
B.S., Frostburg State University

Keith J. Rice (1996)
Media Technician

Michael "Mike" Schlosser (2007)
Mac Lab Supervisor
A.A., University of Phoenix

Melissa D. Smith (1999)
IT Office Manager

Bryan Valko (2005)
Director, IT Instructional Projects
B.A., University of Maryland, Baltimore County
M.S., Mississippi State University

Lori A. Walker (2001)
Assistant Director, Enterprise Application Services
B.S., Shepherd University

Sharon B. Woodfield (2012)
Network and Telecommunications Administrator
A.A., Frederick Community College

Dongmei "Mei" Xie (2002)
Web Programmer/Developer
A.S., Frederick Community College
B.S., The Capitol University, Beijing
B.S.N., Frostburg State University

Joel C. Younkins (1994)
Network Security Engineer
A.A., Frederick Community College
B.S., University of Maryland University College

Laurie Younkins (2011)
Web Technician
A.A.S., Frederick Community College

Learning Support

Wayne Barbour (2013)
Vice President for Learning Support/Chief Student Affairs Officer
B.A., Virginia Union University
M.A., George Washington University
Ed.D., Morgan State University

Kara Bennett (2008)
Special Projects Coordinator, Learning Support
B.S., Shepherd University
M.B.A. Frostburg State University

Lisa Hildebrand (1989)
Executive Associate to Vice President for Learning Support
A.A., Frederick Community College

Enrollment Services

Laura Mears (2011)
Associate Vice President, Enrollment Services
B.A., M.A., Washington College

Britney Carter (2014)
Financial Aid Scholarship Coordinator
B.A., William Penn University
M.A., Shepherd University

Monica Chawla (2015)
Information Specialist, Records and Registration
B.Ed., Annamalai University
B.A., M.A., University of Delhi

Kaytlynn Chism (2016)
Financial Aid Advisor
A.S., The Art Institute of Pittsburgh

Sharon Copley (1989)
Enrollment Specialist, Evening

Brenda K. Dayhoff (1979)
Executive Director, Financial Aid
A.A., Frederick Community College
B.A., M.B.A., Hood College

Melissa Ensminger (2006)
Transfer Evaluator
A.A., Frederick Community College
B.S., Towson University

Doris "Jane" Filler (2007)
Admissions Specialist
A.A., Frederick Community College
B.S., Shepherd University

Lisa H. Freel (2002)
Director, Admissions
B.A., M.S., Western Maryland College

Beverly Grubbs (1983)
Transfer Services Coordinator
B.A., Lynchburg College

Pamela Grzybowski (2010)
Financial Aid Specialist
B.S., Virginia Polytechnic Institute & State University

Christine McFadden (2015)
Enrollment Specialist

Melanie Molesky (2006)
Transcript Services Coordinator
A.A., Frederick Community College

Jeanette Morris (2016)
Financial Aid Counselor II/SAP
B.A., Hood College

Jennifer Moxley (2014)
Admissions Advisor/Recruiter
A.A., Frederick Community College
B.S., Shenandoah University
M.A., Hood College

Agnes Nestor (2016)
Information Specialist
B.A., University of Maryland

Amy Pearson (2007)
Records Assistant
A.A., Frederick Community College

Cynthia Runnells (2015)
Financial Aid Counselor I
B.S., Boston University

Saran Smith-McLaughlin (2006)
Welcome Center Manager
A.A., Frederick Community College

Candace Specht (2012)
Financial Aid Counselor II
B.S., Mount St. Mary's University

Marie Staley (1989)
Assistant Director, Admissions
A.A., Frederick Community College

Susan L. Stitely (1997)
Assistant Director, Financial Aid

Deirdre Weilminster (2004)
Executive Director, Welcome Center/Registrar
A.A., Frederick Community College
B.A., M.A., Hood College

Elizabeth Witcher (2014)
Office Manager, Financial Aid
A.A.S., Plaza Business Institute

Student Development

Jerry Haynes (2014)
Associate Vice President/Dean of Students
B.S., Bowling Green State University
M.Ed., Miami University

Chad Adero (2006)
Executive Director, Counseling & Advising
A.A., Kirkwood Community College
B.A., University of Northern Iowa
M.Ed., Goucher College
Ed.D., Morgan State University

Leslie Ayenu (2017)
Sign Language Interpreter

Persis Bates (2009)
Assistant Director, Multicultural Student Services
A.A.S., B.A., Fairmont State University
M.A., West Virginia University

Kelly Bellew (2017)
Career Advisor
B.A., Gettysburg College
M.Ed., The Pennsylvania State University

Rodney Bennett (2006)
Director of Athletics
B.S., Davis & Elkins College
M.S., California University of Pennsylvania

Chianti Blackmon (2016)
Director, Multicultural Student Services
B.A., The University of Akron
M.S., Loyola University Maryland

Janice F. Brown (2001)
Director, Office of Adult Services
B.A., Pennsylvania State University
M.A., University of Maryland, Baltimore County

Shelby V. Carmon (2000)
Office Manager, Center of Student Engagement
A.A., A.A.S., Frederick Community College

Amy Coldren (2010)
Advisor
B.S., James Madison University
M.A., Ph.D., Northwestern University

Velva Cooper (2017)
Generalist Advisor, Part Time
B.S., Morgan State University
M.A., University of Baltimore
M.S., McDaniel College

Marcia A. Dean (2000)
Degree Audit Specialist/Advisor
A.A., Hagerstown Community College
B.S., Shippensburg University
M.S., Kansas State University

Gary Demski (2014)
Assistant Director, Athletics & Sports Information
B.S., Indiana University
M.S., Valparaiso University

Alissa Hart (2016)
Generalist Advisor
B.A., Grove City College
M.A., Geneva College

Ashley Hull (2013)
Athletic Trainer
B.S., Marietta College

Mary Catherine "Cathy" Hull (2014)
Disabilities Specialist
B.A., Shepherd University
M.Ed., University of Nebraska-Lincoln

Monica Hutchins (2014)
Generalist Advisor
B.S., Morgan State University
M.A., Trinity University
M.A., West Virginia University

Kathryn "Kate" Kramer-Jefferson (2006)
Director, Services for Students with Disabilities
B.A., Anderson University
M.A., Indiana University of Pennsylvania
Ed.D., Frostburg State University

James Lichtinger (2015)
Veterans Academic Advisor
A.A., Frederick Community College
B.A., Mount St. Mary's University
M.A., Norwich University

Traci Lowrey (2009)
Lead Certified Interpreter
A.A.S., Community College of Baltimore County
B.A.S., Siena Heights University
M.A., Southern New Hampshire University

Melissa Main (2009)
Assistant Director, Center for Student Engagement
B.A., Western Maryland College
B.A., College of Notre Dame of Maryland
M.Ed., Mount St. Mary's University

Kathryn Manwiller (2009)
Counselor
B.S., University of Maryland College Park
M.S.W., University of Maryland Baltimore

Marsha Mason-Sowell (1985)
Counselor, Transfer Services
B.S., M.Ed., University of Maryland

Jennifer McAninley (2015)
Allied Health/Nursing Advisor
B.A., Goucher College
M.S., Johns Hopkins University

Christina McGill (2017)
Generalist Advisor
A.A., Community College of Baltimore County
B.A., M.A., Bowie State University

Kristi R. Mills (1996)
College Activities Coordinator
A.A., Frederick Community College
B.S., M.B.A., Mount Saint Mary's University

Jennifer B. Moore (2010)
Academic Advisor
B.A., Elon College

Patricia Morris (2013)
Veteran Services Specialist
B.S., East Carolina University

Rachel Nachlas (2004)
Director of Veteran Services
B.S., Frostburg State University
M.S., Western Maryland College

Elizabeth Nichols (2013)
Office Manager, Counseling & Advising
B.S., Lake Superior State University

Belinda Poole (2010)
Administrative Associate I, Athletics
A.A., Frederick Community College

Kathleen Desmond Porter (2007)
Disabilities Specialist/Deaf & Hard of Hearing Counselor
B.S., Hunter College of the City University of New York
M.A., George Washington University

Leslie Puzio (2015)
Coordinator, Deaf & Hard of Hearing Services
B.A., M.P.A., Ashford University

Anne Scholl-Fiedler (2017)
Coordinator of Career Services
B.A., Temple University
M.A., Towson University

Sharon L. Wallick (2005)
Administrative Specialist, Services for Students with Disabilities
A.A., Frederick Community College
B.S., Frostburg State University

Jennifer L. Ward (2000)
Office Manager, Adult Services
A.A., Frederick Community College

Jeanni Winston-Muir (1990)
Director, Center for Student Engagement
B.S., Frostburg State University
M.A., Seton Hall University

Anastasia (Stacey) Yost (2013)
Counselor, Office of Adult Services
A.A., Frederick Community College
B.A., University of Maryland, University College
M.A., University of Maryland, College Park

College Safety and Security

Neile Hicks (2017)
Security Lead Supervisor
B.A., National Labor College
M.A., Northwestern University

Jackie Gadomski-Gibbons (2006)
Security Officer
A.A., Frederick Community College

Gregory Gautney (2016)
Security Officer
A.A., Frederick Community College

Robert Hough (2017)
Security Officer
A.A.S., Westmoreland County Community College

Wayne Jarvis (2009)
Security Officer

Horace Marlow (2017)
Security Officer

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Academic Calendar

Summer Semester 2017

May 29	Memorial Day – College Holiday
June 5	First 3-week, first 5-week, and 10-week summer sessions begin
June 20	8-week session begins
June 23	Last day of first 3-week summer session
July 3	No Classes – College Open
July 4	Independence Day – College Holiday
July 11	Last day of first 5-week classes
July 12	Second 3-week and second 5-week sessions begin
August 1	Last day of second 3-week sessions
August 15	Last day of second 8-week, second 5-week, and 10-week sessions

Fall Semester 2017

August 19	Enrollment Services Open
August 21	First day of fall classes
September 2	No classes – College open
September 4	Labor Day – College Holiday
November 7	Election Day – No classes – College open
November 22	No classes – College open
November 23-26	Thanksgiving – College Holiday
December 8	Last day of fall classes
December 13	Winter Holidays Luncheon
December 13	Fall Grades due 10am
December 18-January 1	Winter Break

Jan Term 2018

January 2 . . . . . College open
January 3 . . . . . First day of Jan Term classes (M-Th)
January 15 . . . . . Dr. Martin Luther King Day – College Holiday
January 22 . . . . . Last day of Jan Term
January 25 . . . . . Celebration of Excellence & Spring Retreat
January 25 . . . . . Jan Term Grades Due – 10am
January 27 . . . . . Enrollment Services Open

Spring Semester 2018

January 29 . . . . . Spring semester classes begin
February 2 . . . . . Celebration of Excellence & Spring Retreat Make-Up Date
March 26-27 . . . . . No classes – College open
March 28-30 . . . . . Spring Break
April 2 . . . . . Classes resume
May 18. . . . . Last day of spring classes
May 23. . . . . Spring Grades Due – 10am
May 24. . . . . Commencement – 6pm

FCC Main Campus
7932 Opossumtown Pike • Frederick, MD 21702

Location Key

FCC classes are held on the college's main campus, at the Monroe Center, online, and offsite at various locations throughout the county.

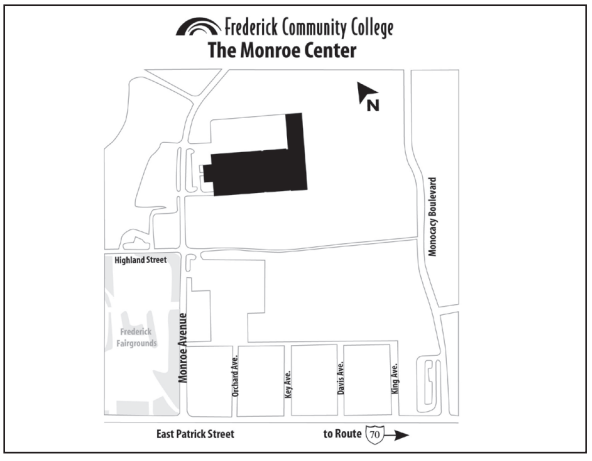
Campus Locations

FCC/A–Annapolis Hall
FCC/B–Braddock Hall
FCC/C–Catoctin Hall
FCC/D–Athletics Center
FCC/E–Conference Center
FCC/F–Visual & Performing Arts Center
FCC/G–Gambrill Hall
FCC/H–Student Center
FCC/J–Jefferson Hall
FCC/L–Linganore Hall
FCC/P–Plant Operations
FCC/S–Sweadner Hall
FCC/K–Mercer-Akre Kiln
Motorcycle Range–the Visual & Performing Arts Center (building F) parking lot.

Off Campus Location

Monroe Center
200 Monroe Avenue • Frederick, MD 21701
240.629.7900

Visit frederick.edu for complete directions.



Frederick Community College 2017-2018 Catalog, produced by the marketing and scheduling offices, August 18, 2017.

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Frederick Community College is also approved by the Maryland State Department of Education. The college is certified for the education and training of veterans enabling them to receive VA benefits while attending classes.

Frederick Community College

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